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# new dimensions

September 1971

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The Afflicted  
Sky

see story page 12

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# THIS MONTH

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Write-in



# Teachers' aides:

Government  
Publications

## Threat or promise

by Bill Dampier



Opinions about teaching assistants are sharply divided. Some teachers regard paraprofessionals — a term that still lacks a precise definition — as threatening interlopers, butting in where they are unwanted and unwelcome. At the other extreme they are regarded as the inexpensive but willing beasts of burden who will relieve the poor harried classroom teacher of the donkey work involved in education.

Those are the poles, and neither accurately describes the teacher's aide. Perhaps no single picture is possible in an area so diverse and so ill-defined, but even so we are able to catch an occasional glimpse.

New Dimensions presents here for your examination *three* pictures of paraprofessionals in action.

One deals with a school that has found volunteer assistants useful, not only for the help they provide to teachers, but also for the way they help refurbish a school's image in the community.

Another assesses the usefulness of assistants in a guidance program and examines some of the frustrations, as well as the rewards, involved in using them.

And the third provides a perhaps prophetic glance at training being given to Indians who will work as *paid* paraprofessional counselors at reserve schools across Canada — and perhaps provide a model for training paraprofessionals for schools across the province.





Teachers' aides:

## Extra help for guidance specialists

Jim Williams, the bearded and bespectacled man leaning casually against the back of his chair in the photograph, is a guidance counsellor at C.B. Parsons Junior High School in North York.

Mrs. Judy Golden, the lady talking to a student in the background behind him, is a volunteer who worked in the guidance department at the school one half day a week for a period of six weeks last spring.

Together with nine other volunteers and the guidance personnel at five North York schools, they are part of a pilot program designed to assess the usefulness — or otherwise — of volunteer aides. It was an experiment with some unexpected results.

Most of the volunteers, and all of the guidance personnel involved, thought the experiment was valuable, and all wanted it to continue this fall.

The guidance people found the volunteers helpful; they required a minimum of supervision, they could handle non-counselling tasks with skill and judgement, and the students were not apprehensive in the volunteers' presence.

But they also encountered some difficulty in finding time to give adequate supervision to the volunteers when it was required, in determining the interests of the volunteer and fitting them into a satisfying job, and in working out a satisfactory liaison between the volunteer and the school staff.

The volunteers for their part found it frustrating not knowing what was expected of them from week to week, and in performing tasks that seemed to them menial without knowing how they fitted into the overall guidance program.

They also complained about not being able to work directly with students.

More positively, they found they emerged from the experiment with a much clearer idea of the functions of the guidance program and a sharper awareness of the needs of the students.

The volunteers, who were available for the program through the Toronto branch of the National Council of Jewish Women, were given a 10-hour training program on four half days before the experiment started.

The training program included visits to the schools where they would be working and consultations with the guidance people they would be assisting, workshops designed to help them handle typical situations, and precise definitions of the limits of their involvement in the guidance program. The volunteers also gave their own extensive evaluations of the program when the experiment was completed.

The work the volunteers did varied with the age levels in the schools where they worked. In general they helped with some special clerical duties — in one secondary school they compiled data from a research project on student needs, for example — and assisted students with special problems.

The volunteers operated within strict limits. They didn't counsel students, they didn't have access to confidential information, make educational decisions for students or parents, or interpret information about the students' educational or career choices.

The program was run under the direction of Elmer Huff, the co-ordinator of guidance services for North York, and he feels that it was successful within its limited expectations.

"There were a number of difficulties which we hope to overcome this year," he says.

"In some cases the expectations of the volunteers were too high; they expected to get involved with young people right away and do great things — they wanted to do too much too soon.

"And in some cases the school staff was reluctant to give them more scope; sometimes the volunteers were seen as a threat, 'another group of busybodies who are going to tell us how to run our school'."

But despite the difficulties Mr. Huff believed the volunteers were genuinely useful. The program will continue this year, with a modest increase in the number of schools requesting volunteers.

teachers' aides:

## Getting the community into the school

Schools are often a mystery to the community that surrounds and supports them. Parents get most of their information from their children, and get it filtered through the preconceptions and prejudices of a child, a situation that twice-a-year parents' nights and occasional meet-the-teacher invitations do little to correct.

It is surprisingly parents often harbor bizarre preconceptions about "modern education", and the school itself is sometimes regarded as remote and faintly forbidding.

It is a situation that can be — and should be — corrected. At Rippleton Road Public School, in a well-to-do section of Toronto's suburban Don Mills, principal A. R. Pile has found that teacher's aides can help solve his school's community-relations problems — and provide real assistance for teachers and over-worked clerical staff at the same time.

The teachers' aides, called adult aides at Rippleton Road, have been operating in the school for three years now, beginning as a small and very marginal project and growing to the point where a total of 84 people from the neighborhood were involved in various ways during the 1970-71 term.

The adult aides were recruited early in the term by means of a circular sent home with

the school's 500 students, and perform a variety of tasks in the school, both in and outside the classroom. Most serve as occasional "resource people", providing expertise in a particular area of interest to the teacher and her class.

Prior to a sixth-level field trip to Ottawa in May, for example, an aide with special knowledge of the history and geography of the Ottawa Valley spoke to the students, suggesting points of particular interest they would encounter.

A local doctor appeared one morning to explain the human circulatory system to a class of fifth grade students; other aides have explained local history, provided extensive slide-and-tape presentations on Spain, assisted students with specific science projects, lectured on water safety, displayed collections of rocks and African regalia, and helped supervise students on a variety of field trips.

In effect, the aides have functioned as an extension of the resources available in the school. But equally as important as their contributions to the learning process, in the opinion of principal A. R. Pile, is the fact that they have increased the flow of people from the community into the school.

"It helps reduce some of the barriers between the school and the community," Mr. Pile says. "They come and see what we're doing here, and talk about it with their neighbors."

A smaller group of more dedicated aides appear on a regular basis, usually one or two mornings each week, either to assist a specific teacher with classroom chores, or to help the school's small clerical staff. Mrs. Joan Pence, for example, arrives every Thursday morning to run off a week's supply of stencils on the school's ditto machine. She also helps a Japanese student improve his English by listening to him read, and correcting his comprehension and pronunciation, providing the kind of individual attention

and assistance a teacher with a 25-student class could never offer.

Most of the regular aides are the mothers of Rippleton Road students, and most assist in the classes in which their children are taught.

In all cases they are subordinate to the classroom teacher. "I usually listen to individual students read," says Mrs. Dolores Gray, "and sometimes I supervise the children in other areas. But really I do what the teacher tells me to."

And the ladies are frank about the advantages they feel they derive from the aide program. "I figure that if we do some of the donkey jobs," says Mrs. Dorothy Lambert, "the teacher may have more time to spend with my children, and their education will improve. Besides, it's more interesting than pushing the vacuum cleaner around the rugs all morning."

Obviously, the adult aide program is no panacea that can automatically cure a school's problems. But the informal, word-of-mouth information disseminated by the aides to their friends and neighbors helps the school in an area where help is needed. Mr. Pile regards community relations as one of his first priorities at Rippleton Road, and the adult aide project as a valuable part of that program.

"If we're going to talk about the schools as resources for the whole community," he says, "we have to find ways of providing easy ingress to the school for the community. The adult aide program is useful in doing that. And it is often of inestimable assistance to the teacher in the classroom."



## Pioneer program for training Indians



Mrs. Rebecca Fay Jamieson, a willowy 19-year-old who begins working this month at the Central School complex on the Six Nations reserve at Ohsweken near Brantford, doesn't look much like a pioneer, which is what her professors at the College of Education claim she is.

She is working at the three-school complex as a "social counsellor" — not a guidance counsellor, which she is not qualified to be, and not a teacher, which she doesn't want to be.

Instead Rebecca Jamieson — Becky to her friends — is one of the relatively few paid paraprofessionals in the province.

She is a pioneer, according to her professors, because she is one of 16 Indians from all parts of eastern Canada enrolled in a unique course designed to train non-professional counsellors.

The course is one of the few in Canada that provides training for non-teachers who will work in schools. (Another, of a different nature, is offered at the Niagara College of Applied Arts and Technology. See Write-in, this issue.) The course was offered for the first time this past summer by the College of Education of the University of Toronto. It is funded by the Federal Department of Indian Affairs and Northern Development; which is responsible for schools on Indian reserves, and it is being offered, at the present time, only to Indians and Eskimos.

According to the Director, Professor Dan Brady of the College of Education, the course could — and *should* — become the model for training paraprofessionals of all kinds; not just Indians, and not just counsellors, but a full range of teaching assistants who will be to educators what nursing aides are to nurses.

That assessment may be visionary. Many schools can boast unpaid volunteers who come in occasionally to help with non-teaching tasks. *Paid* assistants are much less common.

Becky Jamieson is obviously a special case *now*. But the tantalizing chance remains that she might also be among the first of a whole new generation of paraprofessionals.

Like the other students enrolled in her course this summer, Becky had some relevant work experience before she was accepted in the program — in her case two years as a supply teacher on the Six Nations reserve — and like them she had to have at least the promise of a job at the end of the six-week

course, the first of three summer sessions she will spend at the College of Education.

(A 10-week winter program will be offered for the first time this year at the College, with an expected initial enrolment of 25 to 30 students.)

By the time she finishes the three summer sessions, and receives the certificate that will qualify her as a counsellor capable of working on any reserve in Canada, she will have been trained in communication skills, studied guidance techniques for groups and individual counselling of children, adolescents, and adults, examined the social patterns of ethnic groups, with particular emphasis on Indian culture and learned what resources are available to Indian communities — and how to use them.

She will also be trained to handle the routine but pressing chores of a guidance counsellor — to keep student records, run audio-visual presentations, and provide information on the occupational and educational choices open to students.

Becky's tuition fees and textbook costs are paid by the Department of Indian Affairs — the course costs between \$2,100 and \$2,500 per student in total, according to Professor Brady — and she receives an additional \$600 a week for living expenses, room and board, and babysitters for her two young children.

At the end of her first summer of training this month she began working with two professional guidance counsellors in the guidance office of the school complex, which accommodates about 250 students in the elementary grades. She earns approximately \$4,100 a year, but as an Indian working on reserve, pays no income tax.

Becky's formal education ended after grade 12, although she stood first in her class of 12 students.

She has no ambitions to become a fully-qualified teacher, and from her experience both as a student and a supply teacher she is critical of teaching techniques in the reserve schools.

She hopes she can create a better atmosphere for more intimate relationships with the students. "I like to think it will be more getting to know the children, and they'll get to trust me and come to me for advice.

"I don't want to be just one more figure of authority for them."

Becky Jamieson has no intention of living or working anywhere except on the reserve. That is her home, and that's where she wants to stay.

"I've lived off the reserve," she says, "and know what it's like. But when you get back to the reserve, that's home."

# The computer and the credit system

Jane Nugent

September 1972 all secondary schools in the province will be operating on a credit system. This system, first introduced by the Department of Education in 1969, presents a new range of administrative challenges.

The Department's Curriculum and Educational Data Processing branches have organized a series of seminars to help school administrators meet these challenges.

The conference, which will be held in Toronto at the Skyline Hotel, September 30 to October 1, has the rather impressive title 'Organization and Philosophy for Secondary Schools in the Seventies'. However, it's neither an impressive occasion, because it is the first conference of this kind to be organized by the Department.

It is primarily geared to secondary school principals and although interest has been expressed throughout the province it will be necessary to restrict the number of delegates to 300. Each of the Department's 10 Regions has been allocated places based on the number of secondary schools in the area.

The two Department officials responsible for organizing the program are Bernie Webber, Director, E.D.P. branch, and Pat Fleck, Assistant Superintendent, Senior Education, Curriculum branch. The planning committee, which also includes additional members from the two branches, has been more than satisfied by enthusiasm shown for the seminars, and particularly encouraged by the fact that the Minister of Education, Robert Horne, has agreed to be the key speaker at an evening banquet on September 30.

Talking about the background to the presentation of this conference, Mr. Fleck said that secondary education in Ontario is currently in a process of significant change.

Until fairly recently every student was expected to take a very definite combination of subjects," he said. "But about four years ago a number of secondary schools undertook what has come to be known as the credit system. This was first outlined in Section A of Circular H.S.I in 1969. Under this system, the student has considerably greater

*Bernie Webber (left) and Pat Fleck, organizing systems for the schools of the seventies.*

flexibility in his choice of courses. He must complete 27 credits for a graduation diploma, and a minimum number of these credits have to fall into four broad subject fields. Apart from this restriction, there are no specifically required courses for the diploma."

A large percentage of secondary schools are operating on the credit system already. Mr. Fleck put the figure for this school year at approximately 75 per cent compared with about 56 per cent last year.

He said that for September 1972 the former branch and program structure will no longer be outlined in Circular H.S.I and that the Department will no longer offer the diplomas granted under that system.

"The new pattern of organization can lead to many administrative difficulties if careful planning is not undertaken," he said. "In a school with 1,000 students, there might be 800 entirely different combinations of courses chosen by students. The logical way of keeping track of these is to use some form of data processing facility."

Quite a number of school boards have their own computer systems which are adequate to cope with the day by day administrative tasks. However individual student scheduling is a highly sophisticated operation which hits a peak load in the two or three months preceding the opening of school. A computer capable of fulfilling all administrative as well as scheduling functions would, in many cases, be too costly for a board to maintain. The alternative is to use the services either of

a commercial firm or the Department's E.D.P. branch.

"It should be emphasized that this will not be a hard-selling conference," said Mr. Webber. "We are not trying to sell the services of E.D.P. The role played by all the Department people will simply be to make school principals aware of the kind of data processing facilities that are available."

The seminars will have a "practical" orientation, and most of the resource people will be drawn from the ranks of practising secondary school principals who have had extensive experience with the newer innovations.

In all, 10 seminar topics are planned. Some are oriented to curriculum and program development, while others are exclusively data processing, but all will help to build a complete picture of the new organizational and philosophical patterns in secondary education. In most cases the seminars will be conducted as panel discussions, with principals, county boards members and Curriculum and E.D.P. personnel taking part.

Both Mr. Fleck and Mr. Webber have planned this as a "live-in" conference, so that hopefully the delegates will be able to get together informally to discuss and compare their own experiences from areas across the province. In particular, the conference is expected to be of tremendous help to those principals who will be launching the credit system at their own schools at the beginning of the 1972 school year.

Information about the conference has been forwarded through the Regional offices to local education officials.

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# The Standard

## Vittoria site of first Canadian Olymp

Jean Drapeau doesn't know it yet, but Montreal, the Paris of North America, has been beaten — thoroughly and resoundingly beaten — in its bid to host the first full Olympic Games on Canadian soil.

The wily Montreal mayor was widely believed to have captured the hotly contested prize when he out-smarted and out-manoeuvred a dozen clever international competitors to secure the 21st Olympiad, to be staged in Montreal in 1976.

But while Mayor Drapeau was outwitting his rivals, he was being up-staged himself by a group of schoolchildren in the quiet little village of Vittoria, Norfolk County, Ontario.

Despite what everyone believes, the first full-dress Olympic Games on Canadian turf have already taken place — in Vittoria (population 200, more or less; it depends on where you start counting) on June 3, 1971.

The hosts, organizers and competitors in the Vittoria Olympics were all members of the grade 6 class at the Vittoria Public School and Audio-Visual Centre. Under the guidance of their teacher, a man of relentless enthusiasm named James L. Schott, the students began working quietly last Christmas on the preparations that led to their stunning upset victory over Canada's largest city.

For almost five months they worked steadily and inconspicuously, doing research projects on Olympic procedures and history, studying the geography and traditions of the five nations which would compete in the Games, measuring a track and marking it in metres, repairing, building and improvising equipment, manufacturing national costumes and flags, and organizing a public relations campaign.

More important, the students had to raise the money to finance the Games, and decide how it should be spent.

They collected \$12 from a bake sale and \$14 from an apple day — the apple day was "100 per cent pure profit," according to Mr. Schott, since the apples were donated by a local farmer.

After some discussion the students approved a budget that called for an expenditure of \$7.10 for 67 yards of blue

ribbon to be attached to medals awarded to the winners of each event.

That was the largest single expense. The students also spent \$6.00 for railroad flares, used to represent the sacred Olympic flame.

(Unfortunately on the day of the Games the flame showed an annoying refusal to burn eternally, and had to be re-lit at 20-minute intervals.)

And, in a truly generous gesture of aid to a far out-distanced rival, they sent a \$5 donation to the Canadian Olympic Association to help finance the 21st Olympiad. Just in case Montreal's apple day flops.

The Vittoria organizers are prepared to concede that Montreal will probably spend more money on chewing gum than the \$26 total it cost to stage the Vittoria Olympics. However, they point out that they did it first — five full years before the first shot will be

putted in Montreal — and believe the Montreal effort be grossly ostentatious.

Mr. Schott believes the cost to the next Olympiad by unnecessary expenses.

The students may have been operating on a restricted budget but they spared no effort in their preparations.

The class visited the weather station to help date for the Games, but they did the effort without learned weather predictions could only be made in advance.

Disdaining the glamour of modern science, they used an almanac instead of a warm, sunny afternoon for competition.

They selected which would compete in the Games on the national anthems, find and record. (The Olympic procedure for national anthem medal winner for each event.)

One heroic parent stayed until the end of the late night to record the names of Canadian winners from his television.



Vittoria's Olympic competitors assembled in front of the first full-dress Olympics in Canada.

British soldiers  
arrest 2 memb

by Bill Dampier

The music supervisor at Vittoria Public School, Miss M. Bidgewater of Port Dover, obtained the sheet music for the British, Russian, and Japanese national anthems, and arranged to have them recorded by the church organist.

On top of everything else, the organizers were also the athletes; they all followed a rigorous daily training program of jogging and deep knee bends in preparation for the competition.

With so much attention lavished on the preparations, the Games themselves could have been an anti-climax. They weren't.

Graciously conceding the distinction of being first in Canada to the Vittoria Olympics, Pierre Meunier of Montreal, the Public Relations Director for the Canadian Olympic Association, officially declared the Games opened. He even, on the testimony of reliable witnesses, sang God Save the Queen.

The various ceremonies, which meticulously followed approved Olympic procedures, went off with a smoothness that indicated long practice, and the students conducted themselves with the impish but solemn-faced dignity reserved for childhood's important occasions.



the beginning of

The competition during the Games themselves was fierce but fair. The Canadian team placed first overall, mainly through the efforts of the school's star athlete, a young man named John Smith who won every event he entered, and he entered them all. Smith's performance prompted one disgruntled young competitor to mutter, in something less than the true spirit of Olympic sportsmanship: "Somebody oughtta break his arm."

Between events Mr. Smith was also responsible for keeping the sacred Olympic flame alight. But despite the ferocity of the competition, the purpose of the affair was to have fun.

In this respect, in all others, it was a roaring success. The Olympics were fun, for the kids who competed, for their proud parents, for the teachers and students who assisted them.

Questions were raised about the educational value of the Games. I've had fun, but did anybody learn anything?

In response it should be pointed out that there are now 24 students in Vittoria who know how to raise money and budget it, who know that you can improvise standard-height hurdles from toilet seats, flags from discarded bags, and costumes from cardboard; that a softball makes a good shot-put and a discarded rake handle an adequate javelin; that lead slugs from a local laundry can be turned into Olympic medals with a bit of paint and a rubber stamp - in short that imagination and ingenuity and enthusiasm work many wonders.

They also know who Baron Pierre de Coubertin was, how to convert metres into yards, and they can all hum the Japanese national anthem.

Can you?

# wage - price - rent in anti-inflation

WASHINGTON (AP) — The U.S. dollar comes under fierce pressure under Nixon's action to suspend settlement of national transactions in gold and U.S. tourists abroad.

## U.S. dollar comes under fierce pressure Europe marks closed

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# Exploring Canada the hard way

photostory by Bill Dampier



Summer seems to be the time when the urge to flee the city is strongest in Canadians, and the summer just past was clearly no exception. At times it appeared that everyone under 25 was standing beside the highway with thumb extended, while everyone over 25 was driving past. If Summer '71 had had a theme song, the title could have been "Explore Canada."

Or at least that was the theme of one group of students from Lakeview High School in Thunder Bay. They decided to spend a month of the summer exploring a relatively unknown and virtually unpopulated part of the province — a 600-mile section of wilderness and muskeg between the Lakehead and James Bay, along one of the first routes opened in the days when the fur traders were the only active explorers in the Canadian north.

The students are all members of a group called the Lakeview Outers, and the wilderness is nothing new to them. In the summer of 1970 the club took 20 students on a 250-mile canoe trip from Thunder Bay to Fort Frances (*Dimensions* June 1970).

This year's project, which involved many of the same students, was much more ambitious. The group left June 26 on a trip that took them five weeks. They travelled through country that has remained virtually unexplored since the days when the voyageurs of the Company of Gentlemen Adventurers Trading Out of Hudson's Bay used the route to bring furs from the Canadian north west to James Bay for shipment back to the Mother Country.

It can be dangerous country. "The students were disappointed last year because we met so many people on the route," says Roger Mowbray, a 34-year-old mathematics teacher and the adult leader of the Outers. "We don't expect to meet many people along the way this time." In fact the Outers passed only three Hudson's Bay Company posts on the way to Moosonee, their ultimate destination. It is country where people who get lost have a fatal tendency to stay lost.

The prospect of guiding 20 students, age 15 to 18, 11 of them girls, on a potentially dangerous safari didn't faze Roger Mowbray. He started camping himself when he was 15 and has done it as a serious hobby ever since. He is full of confidence in himself and in the students, all of whom had been training intensively for the trip since last fall.

And the modern-day voyageurs were much better equipped than the couriers-de-bois who mapped their route in the 18th century.

They carried 1,000 pounds of food, much of it freeze-dried, and a lot of modern camping gear in seven canoes. The food was enough to last them for 25 days, with emergency rations for an extra week, and they expected to augment their diet with fresh-caught fish.

The students, more than half of whom are veterans of similar trips in the past, prepared for their voyage with lengthy hikes and weekend camps, including a total of six long treks on snowshoes. They began training actively for this outing in April with more hikes, and weight-lifting for both boys and girls.

The students themselves did much of the planning for the trip. One used her course in computer programming to plot a graph of the tides in James Bay, an exercise of more than normal importance. The tides in James Bay cover a distance of five miles, and the Outers had to make and break camp only at high tide or face a wet five-mile portage before they could float a canoe. The students also planned the menus, and decided how much food they should carry:

Equally important, they raised much of the money required for the trip. The Lakehead Board of Education contributed \$750 to the Outers program, and the 20 students contributed \$40 each. They raised a further \$225 from a band concert and managed to sell 2,100 raffle tickets on a painting donated by the parents of one of the group. The raffle raised \$425.

They also received donations of food and medical equipment from various manufacturers and 21 red toques and seven flags — one for each canoe — from the Hudson's Bay Company.

The students' parents showed remarkably little apprehension about watching their offspring disappear into the bush on a 600-mile hike. "Some of the parents were a little tense last year," Mr. Mowbray says, "and one girl's mother insisted on packing enough writing paper and envelopes for a letter home every day — but there wasn't a mailbox anywhere along the route. This year they were very calm about it. We held a meeting with the parents in April and showed them on the map where we planned to go — along the Ogoki and Albany Rivers to Fort Albany, and then down James Bay to Moosonee — and they all said fine, if you think it is O.K. then go ahead."

The success of a trip like this one lies in careful, thorough planning, Mr. Mowbray says. He starts plotting a trip on detailed topographical maps and estimates the length of time it will take. After that he makes a series of dated check lists: get the maps by March 1, get the dehydrated foods by May 1, send out donation letters to food manufacturers, get tide tables, hold compass sessions, make sure all the students have medicals — and on and on and on.

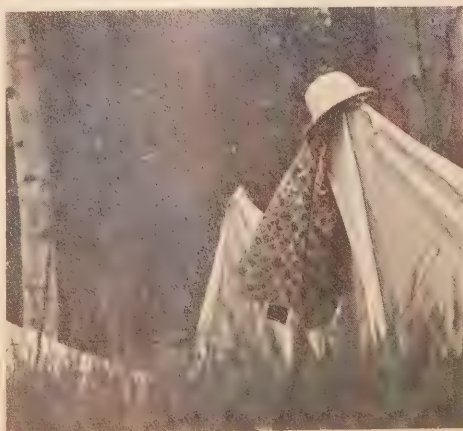
"I think now I could almost mimeograph the lists a year in advance," he says. "Every time I get involved in one of these outings, I end up making list after list, after list. By now it's almost automatic."

For those who share the Outers' urge to escape from the city, there's one ironic twist worth noting.

The Lakeview Outers have the advantage of geography. Thunder Bay, where they live and go to school, is no frontier backwater, but it still stands a lot closer to the wilderness than most areas of the province.

Even so, the Outers had to lug their canoes in a chartered bus for 150 dusty miles before they could get a paddle wet — about the distance from Toronto to Algonquin Provincial Park, for example.

The moral in this seems clear. If you're thinking of communing with Nature, best step along smartly; the longer you wait, the further she retreats.



# IT'S YOUR AFFRONTED SKY

by Mark Kennedy



for those of you who are raising your eyebrows and thinking that I'm going to launch into a harangue of revolutionary rhetoric, you're absolutely right! We are listening to logical pornography!"

The speaker is Monte Hummel of Pollution Probe. The setting, 'The Straight Goods', billed as the first youth conference on the environment. Altogether there are nearly 100 high school delegates from across the province gathered here at Laurentian University in Sudbury. They have come to learn what they can about pollution, to listen to experts in the field deliver chilling facts about man's future on earth. They have also come, as they are unwittingly about to discover, to hear themselves severely criticized. Of the 12 speakers who will address them during the course of the conference, Monte Hummel is the second. He is giving them the really Straight Goods.

Students have been just about useless in the fight against pollution, according to this young man. For two years he has been trying to get them organized, but so far he has had more action out of industrialists and politicians. Ontario's legislation against pollution, says Monte, is as good as that of any other province or country in the world. The law for enforcement . . . Well, that's sometimes not so good: but at least there are people who are trying. But the students, (as Monte throws up his hands), are more conservative than the people at Inco.

"Radical social change," he says flatly, that's what is required. "People must reject the concept of unlimited growth and begin thinking in terms of controlling population and recycling resources."

The students cheer.

"Get out and do something," he urges them.

The students cheer again. Monte is surprised. Although he has curried no favor he has become the hit of the conference. For the next two nights he will be up late discussing ways of fighting pollution with students who have unexpectedly become inexorable in their quest for information. Groups are set up, newsletters are begun, people meet, promises and information are exchanged. At very afternoon one committee organizes a clean-up of the campus. The idea catches on, and soon the clean-up spreads to encompass the entire town of Sudbury.

\* \* \* \* \*

That scene is now three months old. The Straight Goods Conference on the Environment, co-sponsored by the Ontario Government and Laurentian University, took place last June within sight of the giant smokestacks of the Sudbury smelters. The smokestacks are still there, of course, pouring pollutant into the atmosphere at the rate of two million tons per year. (The figure

for the same pollutant in the United States is 30 million tons per year for the entire country.)

The conference spanned two days, twelve speakers, three field trips, many seminars and resource people, a dance and a folk-singer. Although the program officially began on a Friday, students began to trickle onto the campus as early as Tuesday. They arrived by various means — some on trains, others in cars or buses . . . many hitchhiked. One girl flew in on her father's private jet. All of the delegates, including the early arrivals, were quartered in the university residences.

Three very hard-working individuals helped to get the conference off the ground. David Booth, from the Ontario Department of Energy and Resources Management, and Antony Naylor, of Laurentian's Fine Particles Research Institute, were the conference co-chairmen.

The third person, Dr. Brian Kaye of Laurentian, fought several dissident elements in order to be able to throw open the university doors to the students, and was also a speaker at the conference. "This university is no ivory tower, that does not dare to challenge any industrial giant within reach," he told the students.

One of the most important aspects of the conference was the inclusion of seminars as part of the regular program. After listening to some of the speakers, the students had a chance to discuss what they'd heard and then come back and ask questions. They took full advantage of this opportunity to grill the experts.

The conference subject matter was of far-reaching importance. Consider the following sentiments from people who can claim to know a great deal about pollution: the conference speakers . . .

"We're terribly short on facts. Many people think you can go out in a boat, lower a bucket into the middle of Lake Erie, analyze it, and come back with some hard, fast information. It isn't this easy." (Dr. Duncan McLarty, University of Western Ontario.)

"The environment is in a serious position — we have a right to be emotional about it." (Dr. Douglas Pimlott, University of Toronto.)

"One man's pleasure is another man's garbage." (Paul Dinner, Laurentian University.)

"Dumps should be outlawed." (Dr. Robert Farvolden, University of Waterloo.)

"We may be dealing in our lifetime with a situation of life or death." (Dr. McLarty)

"The issue is not just whether we will survive, but whether life will be worth living. Who wants to live in a world that simply allows us to exist?" (Dr. Pimlott)

A report on the conference itself that does not consider what goes on in the schools this fall, cannot really say whether it was a success or failure. That will depend on what sort of anti-pollution measures are initiated by Ontario's students. Without the anticipated student action, any feeling of accomplishment over the way the conference worked as a self-contained entity is virtually meaningless.

Teachers have a most vital role to play — for depending on whether their collective attitude is one of interested, active support or mere passivity, they can either sustain student enthusiasm or help to kill it.

Perhaps the ultimate irony of the ecological problem we face was expressed by one of the speakers, Meryl Jackson. According to his studies the cost of living with pollution — in terms of extra visits to the doctor, frequent repainting of dirty buildings, buying a new car because the old one's rusted already — amounts to one or two per cent of the Gross National Product every year.

As it turns out, this would be almost precisely the cost of putting an end to pollution.

Something has to be done about pollution. Sure. But what?

Like the weather, everybody talks about pollution, but few *do* anything about it. One of the exceptions is Jacki Field, a tiny but energetic student from Ancaster.

With the help of teachers Don Buntane and Al Stacey, she led a campaign to raise \$5,000 from her local community to prevent the destruction of a part of the Bruce Trail, endangered by a proposed railway project.

Jacki and other students canvassed the community thoroughly for a week. They raised \$6,000.

With this evidence of support from the area, they approached Queen's Park for more money, available for special conservation projects in the Niagara Region. (The province will provide 75 per cent of the necessary funds to anyone willing to set up a conservation area.)

Jacki's group then bought the land threatened by the railway and turned it into a giant park, a park that wouldn't exist if one group of students hadn't demonstrated the initiative to rally a community, and the energy to turn that community support into effective action.



## Summersounds: getting it on in Ontario

by John Gillies

With the tune *Hello Ontario* still echoing around the province 35 young musicians have sounded their last note of the season, ending one of the most successful programs undertaken by the Ontario Department of Education's Youth and Recreation branch.

As members of Summersounds 71, the musicians, aged 14 to 20, entertained audiences from Red Lake to Brockville. Now, some 4,000 miles later and after appearances in 35 Ontario centres, most of them are back in school. The highlight of their tours was two appearances at the National Arts Centre in Ottawa.

Three trumpets, one trombone, an assortment of guitars and other musical instruments, and more than two dozen voices made up the ensemble, which offered rock, jazz, folk and popular music.

Much of their material was written by musical director Dave Walden and members of the group. *Hello Ontario*, their opening and closing number, was a Walden original.

Summersound members were selected after auditions in several Ontario centres. The 35 that were chosen underwent three weeks of rehearsals at Camp Manitou-wabing near Parry Sound. They made their debut on The Barge, at Gull Lake Park at Gravenhurst on July 18. From there they left for the North western Ontario section of their tour, and performed at Red Lake, Kenora, Fort Frances and other communities.

Each member of the group paid \$100 and the remainder of the cost was paid by the Youth and Recreation branch.

Although they travelled long distances — the longest trip was the 500 miles between Thunder Bay and Kapuskasing — the young musicians enjoyed themselves. And for them the biggest pay off was the enthusiastic response from the people they played for in communities that they had previously known only as dots on a map.



## History can be fun

You push open the swinging doors of the local saloon and a card game is in progress. Across the straw covered floor, two bartenders man a bar stocked with good labels. Next door in the barber shop the barber is busy slapping shaving soap on a customer's face from an old shaving mug. The shaving soap is real but the bottles in the bar are empty — the bartenders are only 12 years old.

These scenes and many others were recreated by students at Walkerton's Sacred Heart School as part of a history fair in conjunction with the town's centennial celebration. With the help of local residents, the students gathered a collection of items, from oil lamps to old farm machinery, to illustrate the progress of the last hundred years.

They researched and documented the town's famous people, traced the history of industry, medicine, education, law, municipal affairs and sports over the past century.

Tea was served in an old-fashioned tea room and many of the students sipped it while wearing period costumes.

The four-day fair was visited by students from other Walkerton schools, who couldn't help feeling that they had stepped back in time, when men were men, the whisky was strong, and black tea leaves stuck to the bottom of your teacup.

# Recent & Relevant

## Lakeshore moves to York

Ontario Minister of Education Robert Welch has announced an agreement with York University to transfer the control and operation of Lakeshore Teachers' College to the university. It is the first step toward the establishment of a faculty of education at York.

Beginning this fall York will offer four and five-year programs that will combine interdisciplinary studies with major subject specialization and professional teacher training.

The university will provide training for both elementary and secondary teachers, and teachers of special education, which will

make York the first university in the province to offer this training. Special education teachers previously trained in summer courses offered by the Department of Education.

The Department will continue to be the certifying body for teacher certificates.

There are now five universities in the province that offer teacher training, all in programs implemented since 1969; teachers are now trained at Lakehead University, The University of Ottawa, the University of Windsor, Brock University, and York.

## Bracebridge goes back to the good old days

Recent visitors to Bracebridge Public School, Bracebridge, had to keep reminding themselves that it was 1971. Otherwise they got all mixed up and imagined they were back in the 19th century. And you couldn't blame them. The school's auditorium was housing an amazing historical collection, and they were right in the middle of it.

It all started when students in grades 7 and 8 undertook a theme study. Some 80 minutes a week was devoted to the study, which resulted in bus tours to historical sites in the area, research at libraries and newspaper offices, taped talks about the old days with

local residents, and field trips to take notes and make sketches of the ancient buildings still standing in the Muskoka region.

Even principal Neil Haight and Wildred Creasor, who conducted the program, were surprised at the thoroughness and ingenuity of the students. The study ended with a three-day exhibition at the school at which, besides the displays of things like an old buggy, a horse-drawn bob-sleigh and an example of split-rail fencing draped with an old riding saddle, there were demonstrations of bread baking, butter and soap making, quilting and harness repair.

## Job fair for Manitouwadge

When they want to find out about careers in Manitouwadge they do the job thoroughly. They hold a Careers Exposition.

For two days secondary school students in that area had an opportunity to see if any of the careers offered by the 31 exhibitors installed at the Recreation Centre, was right for them.

The exhibitors came from as far afield as Winnipeg (which is 700 miles from Manitouwadge) and Toronto (640 miles). Basically the exposition covered three main areas —

industry, the professional fields and educational institutions such as the community colleges. The centre was transformed into a maze of plans, photographs and models, and sprinkled liberally with hand-out literature. Numerous films described what it is like to work at such places as the Ontario Hydro, Bell Canada, and a large insurance company.

There was so much to see that trying to make the right decision became something of a problem.

## Language lab. speeds testing

An electronics technician at Timmins High and Vocational School has developed an automated language testing lab capable of testing 10 students simultaneously.

Electronics technician Art Sadites has created a master control unit which houses 10 monaural cassette recorders. The overall control panel is operated by a technician.

The recorders are used to record the 10 language students being tested. A stereo recorder transmits the teacher's recorded voice with the test questions, and a syncropulse on the other track synchronizes the 10 recorders.

The student sits in a carrel and listens to the

question through his headset. He answers when the green light on the cabinet goes on and listens to the next question when the light goes off. In from seven to 10 minutes, 10 students can be tested.

The teacher is given the cassette tapes so he can review the results of the test on playback and mark the students.

Principal Noel Rokeby and audio-visual coordinator Leonard Ellery are pleased with the time-saving aspect of the \$1,700 laboratory. The facilities are available to all departments within the school, and with modifications the lab can be used for remedial work as well.

# WRITE IN

I have just finished reading the exciting material in the May 1971 edition of New Dimensions and would like to compliment you on presenting so many of the challenging programs in the field of counselling services which are being offered to involve and reach out to children and young adults.

I would like, however, to express my disappointment that no mention was made of the innovative use of paraprofessionals as part of the counselling team. As you are probably aware, Niagara College of Applied Arts and Technology has had an Educational Resource Techniques program since 1968, part of which is designed to prepare graduates to work in the many facets of student services, providing assistance with the non-counselling duties.

Our first students graduated in May, 1970, and one of them, Miss Beverley Bucknall, is employed in Counsellor Education, at the College of Education, University of Toronto, under the supervision of Carl Bedal. Mr. Bedal himself has been most aggressive in the positive development of the paraprofessional role. Beverley, and four of our 1971 graduates, assisted as educational resource technicians at the Canadian Guidance and Counselling Association Conference.


Graduates of this year have found employ-

ment in such diverse programs as an open concept secondary school, student services at the university level, the Department of Corrections and in a school for emotionally disturbed children, operated under the auspices of a local board of education.

Gail Hilyer (Mrs.)

Program Co-ordinator  
Educational Resource Techniques,  
Niagara College of Applied Arts and  
Technology.

# new dimensions

A black and white photograph of a person in a canoe on a river. The person is in the center, facing away from the camera, with their arms outstretched. A bright sunburst effect is visible behind the person's head, creating a strong backlighting effect. The river is in the foreground, and the background shows a dense line of trees on a hillside.

October 1971

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certification

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New ways to teach  
anthropology

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# THIS MONTH

Position paper

Recreating the past at the C.N.E.

History: China in the twentieth century

Life-size reproductions make anthropology easier to learn and easier to teach

The name of the game is "dig"

On the first day of school new teachers meet new students in Auden

Recent and Relevant



Ontario Department  
of Education

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# Position paper

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Each month DIMENSIONS plans to present a "position paper" prepared by officials of the Department of Education on topics of interest and importance. It is hoped that through this device, and the reaction which it generates, the Department can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The first of these documents, which appears in this edition, is a paper suggesting a new concept in teacher certification. In effect it calls for the elimination of the current distinction between elementary and secondary school teaching certificates in favour of a single "Ontario School Teacher's Certificate". Areas of specialization, in terms of both traditional academic disciplines and teacher education would be indicated on the certificate but would not be restrictive for either teacher or school board in terms of teaching assignments.

As indicated, the Department will welcome comments from all interested persons about these proposals. Letters dealing with this matter should be addressed to:

The Deputy Minister,  
Ontario Department of Education,  
Mowat Block,  
Parliament Buildings, Toronto 182

and marked

Teacher Certification.

# *"...we would suggest that now is an appropriate time to consider basic changes in our certification procedures.."*

A Working Paper from the Department of Education—Proposed Changes in Teacher Certification in Ontario.

## **A. Introduction**

1. At the present time there are two categories of teaching certificates. The first is the basic certificate which qualifies a person to enter teaching and is normally granted following the successful completion of one year (or equivalent) of pre-service courses offered by teachers' colleges or faculties and colleges of education. The second category of certificate reflects subject or area specialization at various levels and is normally granted on successful completion of summer or winter courses taken following the basic program.

2. It has been accepted practice in Ontario that since the basic certificate is the licence to teach, it should be granted only on the authority of the Minister of Education. Most of the specializing certificates are also granted by the Minister as a result of courses offered or approved by the Department. Technically, however, it is probably best to think that this category also includes certificates or statements granted by other bodies, either inside or outside Ontario.

3. In Ontario the entire issue of certification is somewhat clouded by the tendency to categorize salaries on the basis of qualifications often tied to the type of certificates held. The clouding is increased because of the triangle of involvement—boards, teachers, and Department—in such matters. We feel that a good case can be made that, since salary issues should be a matter between boards and teachers, the Department should remove itself from involvement, even of an indirect nature, in this area. There will be those, of course, who will disclaim that Departmental influence currently exists in regard to salary matters. But because in the elementary panel salary levels are usually tied to the "standards", teachers often look upon the Department as really determining

their rates of remuneration. The secondary school panel is not affected in the same manner because the Ontario Secondary School Teachers' Federation, not the Department, established basic salary categories and negotiated them into use with the boards. The Department has some involvement at the secondary level, however, through the endorsement plan for Type B Certificates.

4. The list of basic certificates currently issued fall within the following main groups.

(a) Those required for entry into teaching in the technical and commercial areas.

(b) Those required for entry into the academic areas—which include the four standards of the Interim Elementary School Teacher's Certificate, and the Type B and Type A High School Assistant's Certificate.

5. A basic issue to this presentation is the breadth of assignment possible under current certification regulations. The situation could be summarized as follows:

(a) Any holder of an Interim or Permanent Elementary School Teacher's Certificate may be assigned without limitation to any grade up to and including grade 8 and to grades 9 and 10 of any school operated by an elementary school board. Furthermore, he may be assigned any subject within those grades unless there is a clause in Regulation—Elementary and Secondary Schools—requiring some additional specializing certificate.

(b) Similarly any holder of an Interim or High School Assistant's Certificate, or an Interim High School Assistant's Certificate, Type A, or a High School Specialist's Certificate may be assigned without limitation to teach any secondary school grade or subject unless there is a restricting clause in the Regulation. For example, the holder of a High School Specialist's Certificate in

Mathematics may be assigned to teach Greek—provided the principal assigns it and the teacher will accept it. This crossover is legally possible between most high school subjects because only a relatively few restricting clauses appear in the Regulation.

(c) A person taking secondary teacher education at a faculty or college of education who takes the Elementary School option receives on graduation, certificates which technically allow him to teach any class from kindergarten to grade 13.

(d) Based upon the condition of prior engagement, qualification may be granted holders of Permanent High School or EST Certificates to teach in the other level.

6. After 1973-74, all new entries into schools, other than the French Language Schools, will be holders of academic degrees. Furthermore, with the increase in the variety of subjects at the secondary level and the increase in the breadth of the subjects now existing there, entrance into secondary school teacher education by the traditional "appropriate concentration" will create little restraint beyond the requirement of an "art or science degree or equivalent".

7. Given the possibilities for "crossovers" in teaching assignment on the basis of current certification requirements and the basic change in the academic preparation of elementary school teachers to be introduced, we would suggest that now is an appropriate time to consider basic changes in our certification procedures. The question of certification for technical and commercial subjects aside, it is felt that the only basic distinction that needs to be retained at this time is that between the four and five-year courses that will be required to qualify as a teacher in this province. Whether even that distinction is necessary, in the light of the procedures to be advocated, can be a matter for further discussion.

## Objectives

To simplify the basic certification plan by eliminating those basic certificates which no longer seem necessary and thus allow greater discretion to boards and school officials in assignment of professional personnel.

To remove the Department as a determining agent in salary level arrangements.

## C.

### The Proposal

#### 1. Interim Measures—for early implementation

(a) The Department of Education will cease to issue the Elementary School Teacher's Certificate on the basis of "standards". It will, however, continue to issue specializing certificates for the successful completion of Department or Department-approved courses that are offered to holders of basic certificates. If this step were taken it would then be left to boards and the Federation to continue the practice of negotiating that combination of courses (whether toward degrees or specializing certificates) that will be taken into consideration for salary purposes. While all new entrants to teaching after 1973 will have degrees, the question will remain as to what salary rewards will be provided for specializing certificates. In addition, of course, for many years in the future there will be elementary teachers whose qualifications will be at the levels currently designated as Standards I, II and III.

(b) Departmental endorsement of H.S.A. Type B Certificates will be terminated.

Again, salary rewards for course work beyond the basic requirement for certification will be exclusively matters of negotiation between the boards and the Federation.

#### 2. Longer Term Changes—for implementation in 1973 to take effect in 1974.

(a) The Department of Education will issue an "Ontario School Teacher's Certificate" without specific designation that it applies to either the elementary or secondary school level. Technically the holder of such a certificate will qualify for assignment to any class in any elementary or secondary school. However, as a guide (not a restriction) each certificate would indicate levels of concentration for practice teaching and child study during the teacher education program and would also indicate the subject or subjects of concentration in the academic (arts and science) years of the program.

(b) Regulation—Elementary and Secondary Schools will be changed to eliminate, in so far as possible, the subject assignment restrictions now applicable, thus leaving school officials as much freedom as possible in determining teaching assignments.

# Recreating the past at the CNE

by Arnold Bruner

**"Work, work, my boy, be not afraid;  
Look labour boldly in the face;  
Take up the hammer or the spade,  
And blush not for your humble place."**

The distant days when hard work, humility, sobriety, and love of Empire were part of Ontario's course of study, all came back for a moment to thousands of people who visited the Canadian National Exhibition this year.

In an effort to demonstrate the new world of education that has been developed in Ontario in little more than a generation, the Department of Education "created" two authentic classrooms in the Ontario Government Building—an up-to-date learning area and, beyond a portal, what amounted to a whole schoolhouse from the era of the 1920's and 30's.

But the staff of the Department's News and Information Services assigned to produce the exhibit decided early in the planning stage that if the public was to catch the spirit of learning of today and yesterday, it would not be enough merely to reproduce mute classrooms. They also had to reproduce atmosphere, and that was the difficult part.

Education Minister Robert Welch speaks to students in the old "schoolhouse."



The "new" classroom generated some atmosphere of its own, it was true, with its carpeted open space, arborite furniture, sound-deadening carrels, and wall-mounted graphics. A further touch of the 70's was added by a computer terminal tied in with the Ontario Science Centre, which amused both children and adults by "playing" word-building games with them and providing programmed career information.

Michael Birley, a summer student with News and Information, added the missing human ingredient by handing out paper and water colors to children who sat on the carpet and created works of art, which were mounted on the walls.

The "old" classroom was pure inspiration. In his search for furniture of a generation ago, George Rolfe, who co-ordinated the exhibit, came across a complete one-room schoolhouse that had been constructed in 1913 and had been preserved intact by the Credit Valley Conservation Authority at Hillsborough, Ontario.

The Authority agreed to allow the Department to move everything to the CNE—desks, pull-down wall maps, a globe showing the British Empire in red, a blackboard, oak cloak closet, a portrait of King George V, even a floor grating. To house what was in fact a complete museum, the Department constructed a red brick facade, complete with bell tower, and an interior consisting of a rough wooden floor, simulated plaster walls and wainscoting, and old-style small windows. A coat of creosote on the floor gave the unmistakable odor associated with education in the 20's and 30's.

But there was still something missing—the educational experience itself, the words of teachers and students, the music of the era, the sounds and ideas that are the life of the classroom.

The classroom sounds of the 70's were relatively close at hand. Morley Overholt, the Department's expert on the broadcasting media, journeyed with Michael Birley to the Elliot Lake Centre for Continuing Education where they recorded dialogue between students and teachers, students and students in actual learning situations.

The sounds of the 20's and 30's were more difficult to obtain, and the challenge to recreate lessons and voices long stilled by passage of time was thrown to Catherine Price, the Department's chief manuscript editor.

Mrs. Price searched out the ghosts of lesson past in the Department's Historical Collection of textbooks. She then scoured music libraries for the school songs of the era.

"I was surprised to learn how closely pre-war education was associated with British culture," said Mrs. Price. "It was evident not only in such obvious areas as geography and history, but also in arithmetic. I found that many problems were given in pounds, shillings, and pence, and one involved the weight of track in the British railway system."

Lloyd Queen, music consultant in the Curriculum Branch, taught the children such "ancient" songs as *The Maple Leaf Forever* and *Pack Up Your Troubles*.

Mrs. Price then created a 50-minute script based on the historical material and supervised the recording in a studio. Directing professional actors to read their lines was a straightforward operation, as expected, but trying to control 15 children in a recording studio was another matter.

The studio, with its galaxy of buttons, light switches, tape reels, and microphones, became an electronic playground—and one in which the children seemed to know the way around.

The following bits of dialogue did *not* appear on the tape:

"Is this thing on? Hey! Can you hear me? Whoo-e-e-e!"

"Don't touch that, it turns out the lights."

"No it doesn't. It starts those machines spinning. Watch."

"Can we get ice cream cones down here?"

(To Mr. Queen) "They can't hear you, sir. You have to stand right in front of the microphone."

The tape did include the voices of children obediently responding to their teachers, the songs and music of the era, and the sounds of the classroom, such as the scraping benches and the rush and tap of chalk on blackboard. In one segment, an entire Empire Day assembly was recreated, including a sermon by a clergyman entitled *Ho*

all / Live? and an authentic message from Governor General Earl Grey.

us, when visitors to the CNE, regardless of age, found themselves in the "old" classroom, they at first glanced about at the hangings from the past, then quite naturally, it seemed, seated themselves at the desks. It was then that they heard emanating from hidden speakers, the almost ghost-like sounds that could have been made in that very classroom.

They heard lessons in Geography:

**Mr. Cooper:** How many of you have actually seen an aeroplane? Put up your hands. Eight out of twenty! That's very good. Well, maybe some day some of you will actually fly in one. . . .

**Brooks:** Great Britain is the commercial centre of the world . . . a strong spirit of enterprise has always been strong in the British people. This spirit has gained Britain many valuable colonies. Australia, New Zealand, and Newfoundland became hers by right of discovery; Canada, India, and South Africa by right of conquest. . . .

English:

**Rathbone:** Now for next week's written assignment. Write out the arguments for or against one of the following:

All men are mortal.

Telling a lie is unmanly

Sunday newspapers are harmful. . . .

For the oral assignment, prepare for a debate on one of the following:

Which helps man more, reading or observation?

Should women vote?

Health:

**Brooks:** For cleanliness, health, and also refreshment of the whole body a warm bath should be taken once or twice a week. . . .

When bathing, soap should be used as well as water, for soap is a good cleanser. . . .

Temperance and Life:

**Mr. Rathbone:** Today we shall see that alcohol is found nowhere in nature except in decaying matter. There is no alcohol in grapes, but there is in wine. . . . Now the winemaker takes the luscious grapes, breaks the skins, and exposes the juice to the air. The little yeast cells are in the nectar in a flash, and at last are able to feed on the grape sugar, which they transform into alcohol—a poison that is harmful to the human body, and which has a power to create a craving for itself, as do some other poisons. . . .

Arithmetic:

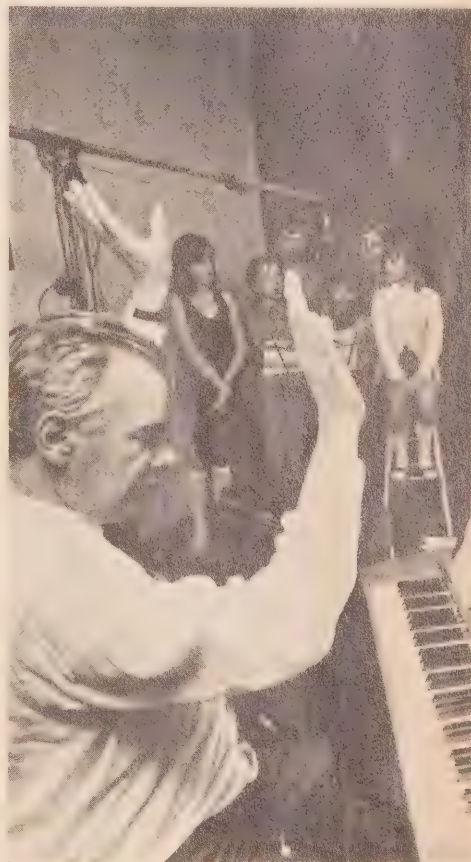
**Teacher:** The rails of the Great Western Railway in England weigh 97 1/2 lb. per yard. Find in tons the weight of the rails required to construct a mile of this railway. . . .

And so it went, lessons of a bygone age permeating the air of a classroom heavy with the odors of the past

For the children, who planted themselves so readily in the desks, it was interesting enough, all that old stuff, something like Pioneer Village. One young man, who could barely contain his curiosity about what was in the next room, listened restlessly while his father explained that *this* is what school was like when he was a boy. At an appropriate pause, the young man bounded up and hurried toward the bright lights of the "new" classroom. The father hesitated for a long moment before he got up from his desk to move on.

"For a moment there," he confided to one of the attendants, "it didn't seem right to just get up and leave without putting my hand up to ask permission."

Lloyd Queen directs schoolchildren recording the songs of a by-gone era for the exhibit.



# History: China in the twentieth century

China's history in the twentieth century is a story of profound change and transformation. The century began with the fall of the Qing dynasty in 1911, leading to the establishment of the Republic of China. This period was marked by political instability, war, and social upheaval. The Chinese Civil War (1927-1949) resulted in the founding of the People's Republic of China in 1949, which was followed by a period of rapid industrialization and economic growth under Mao Zedong's leadership. The Cultural Revolution (1966-1976) brought significant social and political changes, but also caused widespread suffering. The reform and opening-up policy initiated by Deng Xiaoping in 1978 led to a period of rapid economic growth and modernization. The century ended with the 2008 financial crisis and the 2020 COVID-19 pandemic, which tested China's resilience and leadership.

by James Hargett





# A "chop suey" for grade 12

The first impression of Jason Wong is that he is a reserved man. He is not given to making small talk. When he does talk however, he is easy and concise and betrays a quiet sense of humor you are liable to miss unless you happen to know him well.

Mr. Wong, who comes from Hong Kong but who has lived in Hamilton since 1953, is vice principal at Scott Park Secondary School. Prior to his appointment to that position last year, he was head of the history department.

History is also his hobby and despite his heavy duties as vice principal he has found time to write a book on the subject. He chose a branch of history which is virtually unknown to secondary school students in Canada — Chinese history. With "China in the Twentieth Century" Mr. Wong has joined the group of authors who have contributed to McClelland and Stewart's fine curriculum resource books series.

He says it is the first of two volumes. The second, "China in the Nineteenth Century" is three-quarters written and will probably appear at the beginning of next year. Mr. Wong vows it will be his last effort as an author.

"Most people are not cut out to be writers," he grinned, "and I'm one of them. I've enjoyed the experience, but I wouldn't like to make a living at it."

But he felt strongly there was a need for something for grade 12 students that would be an alternative to European history or the Russian Revolution.

"There is a limit to what you can do with grade 12 students," he went on. "A teacher doesn't really want to study British history because that was the curriculum in grade 9, and he doesn't want to include too much American history because that, plus Canadian history, will be studied in grade 13."

"The alternative has been a package which is mainly European history, and there is an abundance of material in this field."

He said he wasn't too sure what kind of people would be using the book to begin with, "but now I know that generally they are used by the teachers as a major reference. Indirectly they are a means of making new material available to secondary school students."

Mr. Wong describes his first book as a "chop-suey" because the material comes from so many different sources. He said that except for a number of pieces which he translated from the original, the material is all quite familiar to specialists in the field.

Not surprisingly Mao Tse-tung's thoughts are fairly well documented, including an analysis entitled "What is 'Mao Tse-tung Thought?'," as published in the Red Flag and People's Daily. Mr. Wong comments wryly that Mao's facility for thought is tremendous.

A good example of Mao's style comes in an article, published in 1957, "On the Correct Handling of Contradictions Among the People." In an excerpt in Mr. Wong's book Mao discusses the problems of the intellectuals: "China needs as many intellectuals as she can to carry through the colossal task of socialist construction. We should trust intellectuals who are really willing to serve the cause of socialism . . . Many of our comrades are not good at getting along with intellectuals. They are stiff with them, lack respect for their work and interfere in scientific and cultural matters in a way that is uncalled for," — an unwittingly prophetic analysis of the excess of the Cultural Revolution.

The book shows that China has been in a state of great upheaval since even before the turn of the century, and though it also skims some of the pre-20th century background, it opens with the revolution of 1911. This is followed by the warlord era and finally the great revolution.

Mr. Wong says that he is much prouder of his second book, which is bigger than the first, and which will consist of about three-quarters original translations.

It seemed the natural thing for Mr. Wong to come to Canada because both his parents spent their young adulthood in different parts of Ontario.

"They returned to China in the 1930's," he said, "because at that time there was a tremendously powerful patriotic movement in the country . . . comparable with what has happened in Israel . . . and Chinese from all over the world were returning home."

Mr. Wong came to attend McMaster University in Hamilton. He was followed over here by his brother and finally his parents who came back in 1955.

Married with five daughters, Mr. Wong laughingly admits that he is outnumbered at home . . . so what better refuge from feminine domination than Chinese history.

# Life-size reproductions make anthropology easier to learn and easier to teach

by J. Paul Rexe, Thomas A. Stewart Secondary School

With the new division of subjects into related areas such as the social sciences, the subject of anthropology becomes a natural for the high school curriculum.

It is a subject which has been defined in various ways as the "study of man" and the "science of history".

It is comprehensive, drawing on various fields of study from history to geology and from psychology to physics, and so it naturally fits into the concept of social science very easily.

Since 1968, anthropology has been taught as part of the ancient history course at Thomas A. Stewart Secondary School in Peterborough. It began as most fledgling courses do, with a modest budget, lack of a textbook and a great deal of enthusiasm. The teaching aids consisted primarily of slides and film strips purchased from educational supply houses.

A lack of materials was partly overcome by borrowing from Trent University reproductions of the skulls of early man, his tools and his artifacts. It was noted that students were fascinated by one experience of handling and touching this material, which before was only known from pictures and written descriptions.

In preparing for 1969, we expanded the anthropology section of the ancient history course to 13 weeks. We noted, that as history had become an optional subject and was suffering from declining enrolments, our retention of students taking history from grade 10 to grade 11, was around 95 per cent. They were keen to find out "where we came from" and "what our ancestors looked like."

Our planning then was focused on an examination of "where man began" and on providing reproductions of skulls of early man, his tools and his artifacts. We thus entered into what we call the 3-D approach to teaching anthropology.

Photographed artifacts are of course seen in a two dimensional plane. They are less than actual size and all the parts cannot be seen. If slides of a particular artifact are used, the resulting 6' x 6' image on the projection screen gives a false sense of proportion. We attempted to correct the misconceptions of size and texture which are unfortunately built into the teaching of any area which is unfamiliar to the students. One of the most dramatic illustrations of these misconceptions occurred when I was teaching the *Australopithecine* stage of *Hominid Evolution*.

We had a slide portraying the Taung skull which was found in South Africa in 1924 by Raymond Dart. It was the first *Australopithecus* found and began a new era in Hominid Taxonomy.

After we looked at the description of the find, and studied its historical background and importance, we viewed slides of the skull. I then asked the students how large they thought the fossil would be. The answers varied from the size of a basketball to the size of an egg. It is in fact about the size of two closed fists.

After this I unveiled the fossil reproduction and had the students look at it, measure it, handle it. This is what Walter Kenyon of the Royal Ontario Museum calls "experiencing an archeological find". I am quite sure that now the students know exactly what an *Australopithecine* cranium looks like.

This approach of giving the written description, looking at slides, and then "experiencing the archeological find," was used throughout the study of early man and early civilizations. It was thought to be so successful that we expanded our 3-D material to include artifacts from Egypt, Sumer, Greece and Rome. In this way when we speak of an area removed from the experience of most young people, we can reconstruct some of the material culture and bring our students in touch with the reality of man.

# The name of the game is "Dig"

by Jane Nugent

photography by Paul Clancy, Sudbury Star



It was enough to send archeologists the world over into a flutter of excitement. Evidence of new and unheard of civilizations had been found in the Sudbury area.

Mind you, the experts may have been rather suspicious when it turned out there was not one but *eight* discoveries, and they were probably down-right skeptical when they heard that four of the finds were unearthed in the grounds of Sunnyside Public School and four in the grounds of Wanup Public School. And to tell the truth, their doubts would have been justified. It was all part of an experiment in integrated studies organized by program consultants at the Department of Education's region 2 office and teachers at the two schools.

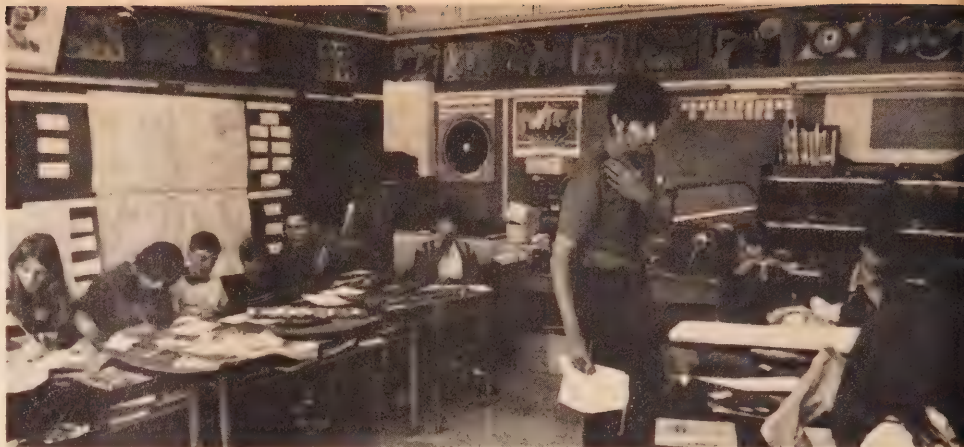
"We wanted to see if a big simulation using more than one school could work," said Peter Varpio, program consultant in history and social studies, and one of the Department people involved in the experiment. The others were Don Maudsley, classics consultant, and Dave Kennedy, intermediate consultant who acted in a liaison capacity. The teachers involved were George Hill, vice principal, and Glen Blears, from Wanup; vice principal Rick Mitchell and Dave Cannell, from Sunnyside.

The experiment took the form of a game based on "Dig", produced by Interact of California, which is a simulation of the archeological reconstruction of vanished civilizations.

In this case students at the two schools "created" their own cultures, made artifacts relating to them and buried them somewhere in the grounds of their schools. The students exchanged schools, located and dug up the artifacts planted by the other team, and then tried to reconstruct the civilizations they were supposed to represent.

"We started with students who didn't know anything about archeology or anthropology," said Peter Varpio, "so first we had to set up a situation where they could learn those kinds of skills."

The planning team, which actually started



George Hill, vice principal at Wanup Public School, adjudicates during the final confrontation.

preparations towards the end of last year, wrote a study paper on Egypt from the point of view of cultural universals, (elements found by anthropologists to be common factors in the cultures of all human societies), and while Sunnyside was learning all about Egypt, the children at Wanup were doing a study of J.R.R. Tolkien's imaginary people, the Hobbitt. After about eight days the study papers were exchanged.

"The kids took to it very well," commented George Hill, "though they got a bit bogged down with Egypt because of all the different dynasties."

The next stage was to introduce the students to the ideas and techniques of archeology. In addition to talks by George Stock, a local archeologist, they used a kit called the "House of Ancient Greece", which gave them a feeling for the problems involved in interpreting artifacts.

All this preparation had taken from mid-February to the spring break.

"After the spring break we took two weeks during which the students developed imaginary cultures, decided what artifacts the people would leave behind them, and how they would be found by an archeologist," said Peter Varpio. "Then they spent another couple of weeks actually building the artifacts."

These were made out of every conceivable type of material, from wood bark to metal, and from clay to string or twine.

The next stage was to bury the artifacts in such a manner that the opposing team would really have to display some skill to find

them. One group burned fires over the area and then scattered it with greenery etc., while another made the spot look like a garbage dump with old cans and rubbish.

"In fact this tied in with the civilization concerned, because the creatures were supposed to have eaten metal," said George Hill. "But the cans were not part of the civilization at all, just a false scent, and it caused a lot of confusion because the team looking for the artifacts naturally assumed these were part of the treasure."

When the teams thought they had located all the buried artifacts, (in some cases there were as many as 60 or 70) they spent another two weeks identifying them and reconstructing the civilization before one final confrontation between the two schools.

"They were often very critical of each other," commented Mr. Varpio, "and we were surprised how probing and well thought out some of the questions were."

And the cultures dreamed-up by the students certainly showed plenty of imagination. One civilization was dominated by dolphins. They traded in humans, used whales as beasts of burden, and their civilization was organized around play, not work. Another people had supposedly left Earth because of pollution and gone to live in a domed city on Mars. A third was a hippie commune which had been drug oriented and which had only lasted about a year. And different again was a grotesque tribal society that lived in trees and worshipped them.

In all, more than 110 students from four

intermediate classes were involved in the experiment which was completed at the beginning of June.

Don Maudsley said that as far as they knew this was the first time "Dig" had been used in Ontario, possibly even in Canada.

Members of the planning team felt that the students had gained a great deal by the experiment, including an appreciation of the problems of reconstructing historical events and civilizations, an improved ability to work in groups, and a respect for other students.

"One girl who last year had a great deal of trouble with her work, ended up by being the most improved student in the school and won an award at the end of the year," said George Hill. "This was almost entirely due to 'Dig'. She suddenly found something that really interested her."

There were some minor flaws in the program.

"We found several inconsistencies that we'd overlooked when creating the cultures," commented Mr. Hill. "For instance we had given peace headbands to very war-like people."

As to whether the team would be prepared to do it all over again the answer was yes—with reservations.

"Though we were all extremely pleased with the results, the teachers concerned felt that the workload was too heavy to carry out such an ambitious program every year," said Peter Varpio. "After all, as far as they were concerned, it took up an entire school year

# In the first day of school new teachers meet new students in Auden

story by Neil Dangler

David and Angela Wells have arrived at one of their assignments—they are living and working in Northern Ontario.

At the end of August they picked up their new assignment, their two Siamese cats, Simon and Tina, said goodbye to their families, and headed for Auden to begin their first year as Northern Corps teachers.

The couple have been anxious to live in the north for some time. David was completely converted to the northern way of life when he was a student as he worked for the Department of Lands and Forests.

"We both like the freedom and open spaces of the north," said David, "and we wanted to get away from the big city rat race."

At the end of August they had met 27 other Northern Corps teachers when they attended the Northern Teachers' Orientation Course at the University of Western Ontario, London.

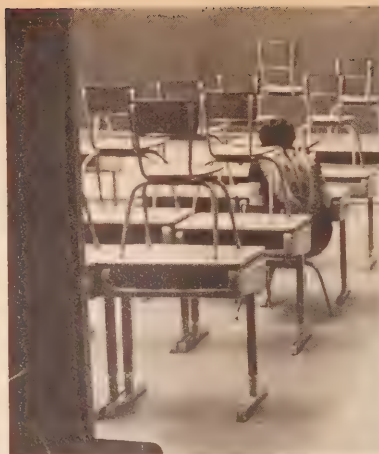
The week-long course was organized by the Department of Education and the Federal Department of Indian Affairs and Northern Development and was designed to orient teachers to living and working in an isolated community.



# ...where isolation adds to the teachers' burdens



Below, Angela and David found their 41 students eager to attend classes, perhaps because Auden has no recreational facilities.



In their deserted classrooms Angela and David prepare for the first meeting with their new students. Neither has taught before. Angela teaches kindergarten to grade 2, David grades 3 to 6—the



highest level attained by any of the students. His oldest student is 14, Angela's youngest is four. The school has been operating for three years.

Below, Angela comforts one of her kindergarten pupils, overawed by her first day of classes. This little girl speaks Ojibway at home; English is a little-used second language. All the students are either Indian or Metis. Auden, population 125, is

759 miles north-east of Toronto on the main C.N.R. line. The nearest store is 58 miles away, the nearest city, Thunder Bay, is 170 miles over a road which is impassable for much of the winter.





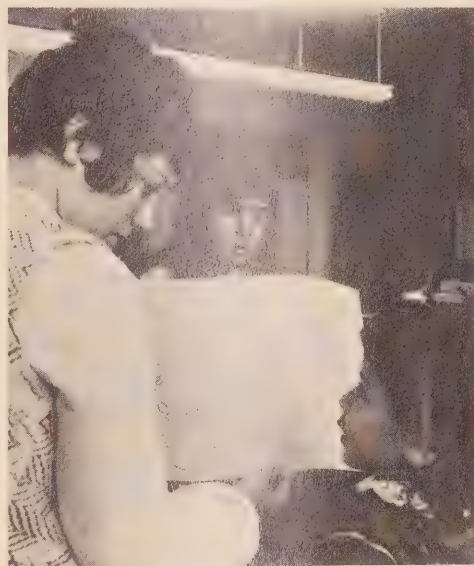
Public health officials visit the school once a month. Like any other children the students in the area often fear inoculations and sometimes hide in the bushes until the public health team leaves. The children's diet is supplemented by the powdered milk and vitamins they receive daily at the school.



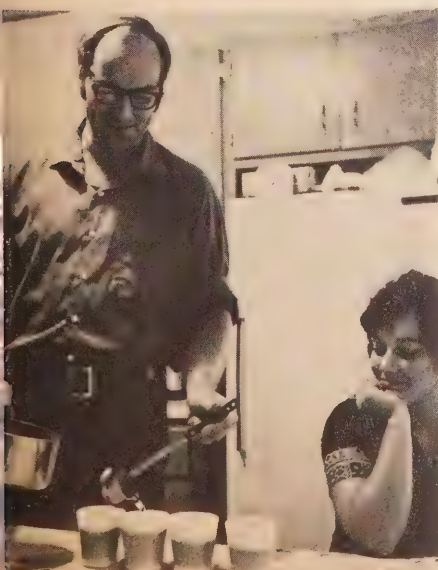
C.N.R. mechanic Terry Swanson gives David some tips on maintaining the two diesel engines which provide electricity for the school and the Nellis' two-bedroom apartment. As well as a teacher David is principal, janitor, mechanic and veterinarian.



At the end of their first day David prepares coffee in a saucepan. A week after they arrived their suitcase and half of their luggage had not been delivered. As Northern Corps teachers the Nellis' receive \$1000 a year in isolation pay in addition to their salaries, pay nominal rent for their apartment at the schoolhouse and receive free travel to and from their home in Kitchener three times a year.



Apprehension, shyness, suspicion, and the first awakening of curiosity show on the faces of these kindergarten students, above. But by the middle of the afternoon, left, the teacher is someone to be trusted and proudly shown the first samples of childhood's art. When school is out the pupils, below, scamper happily to the larger freedom of the bush. The first day of school is over; another begins tomorrow.



# Recent & Relevant

## Bus stop

In the two years since the first School Transportation Conference, the number of independent school bus operators in the province has fallen by 800. Delegates at the second conference, which was held at York University, decided they would have to form associations and provide better service for less money if they were to survive competition from larger operators.

They recommended stronger enforcement of the Highways Traffic Act, and thought that

boards should be restricted in the number of children they could transport on the buses they own. It was also suggested that bus operators should be required to present a certificate of mechanical fitness to the boards. (At the present time such certificates are filed only with the Department of Transportation and Communications), and that the Department should devise a sticker for the windshield of vehicles which are up to standard.

## Deaf students licenced to drive

A lot of hard work and plenty of practice driving by 66 students and three driving instructors at the Ontario School for the Deaf at Milton has paid dividends.

Department of Transport certificates were issued to 28 students, chauffeurs' licences to 25 boys and operators' licences to 18 girls. The remaining students are completing their

classroom and in-car training during the present school year.

The instructors were Mrs. Eileen McCutcheon who dealt with the classroom work and Tom Anderson and Peter Hopwood, both residence counsellors, who gave the in-car instruction.

## Educational directory now available

Almost every educational and recreational facility available in Metro Toronto is listed in the fall edition of the Continuing Education Directory, which is now available.

This comprehensive directory compiled by Metrodoc, is mainly for the benefit of the citizens of the metropolitan area of Toronto.

It is divided into sections, each containing detailed information on a different subject. For example, section one lists part-time courses for adults offered by institutions and organizations. Another is devoted to correspondence courses while a third section is about vocational and trade subjects. There

are details of educational television and radio programs, counselling services and information posts, library services, and even a section of maps showing the exact locations where the courses are offered.

The fall directory covers the period until December, and though there is also a section about the 1972 courses, it is hoped that a separate winter directory with listings for the months of January through March will be published early in December.

The directory, which costs \$15.00, is available from Metrodoc, 214 College Street, Toronto 2B.

## Teachers say principals their biggest influence

A recent doctoral thesis at the University of Toronto has shown that teachers rate their principal as the person having the greatest influence on their teaching behavior.

The analysis of supervisory roles in school systems was done by George Llewellyn Parsons, an assistant professor of education at the Ontario Institute for Studies in Education.

Beginning teachers, it was found, regarded "other teachers" as most influential. Program consultants were perceived to be most

influential by primary and junior grade, female, public school teachers.

Nearly 54 per cent or 299 of the 553 teachers responding selected the role of principal as the most effective among the 26 supervisory roles considered.

The study concludes that according to teachers' perceptions, the effective supervisor is one who is close to the teacher he is trying to help and gives social support and involves his staff in the decision-making processes.

# new dimensions

November 1971

Teacher education

A move  
to the  
campus  
page 7

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# THIS MONTH

Position paper

The class that came to dinner

Teacher education: The move to the campus

Interview with John Saywell, Dean of the Faculty of Arts at  
York University

Interview with Ian Fife, O.T.F. president

Interview with Ralph Devereux, Principal, Faculty of  
Education at University of Windsor

Recent and Relevant

West Lorne students find journalism difficult but exciting

How to drive your supply teacher crazy in 10 easy steps

Write-in



## The need to measure educational results

PERIODICALS READING ROOM  
Communication and Social Sciences

# Position paper

Those who are familiar with the efforts of the Economic Council of Canada will know that this important body has devoted considerable attention to education in almost all of its annual reviews. The Eighth Annual Review, issued in September of this year, is no exception. Whereas earlier reports put considerable stress on the potential benefits of a greater Canadian investment in education, more recent editions have questioned whether the large educational expenditures that have been made in recent years are, indeed, giving us the results we expected. This more sceptical attitude, as most people in education are aware, is becoming more prominent within the general community and should be leading educators to examine more carefully than ever before the goals, the procedures and the results of the educational enterprise. The Report summarizes the changing climate in these terms:

... As expenditures have grown, both the decision-makers in our society and the general public have shown a heightened interest in, and concern about, the objectives of education, the degree to which these objectives are being achieved, and the nature and extent of the benefits derived from education in relation to the mounting costs."

In this year's Report, the chapter on education (Chapter 9—The Changing Educational Scene) is divided into four basic sections:

the general policy objectives of education;  
the necessity for output measures that can be used to evaluate the effectiveness of policies and programs in relation to the objectives of education;

- the calculation of proxy measures of some economic aspects of educational output;
- some redistributive aspects of post-secondary educational expenditures.

In this position paper we are reprinting the second section—the necessity for output measures—because within the Ontario Department of Education we share the concerns expressed in the Annual Review that more effective means must be found by which we can measure and evaluate the results of our efforts. Public opinion is demanding that we be more accountable, and the advent of program budgeting with its emphasis on management by objectives and cost-benefit analysis is constantly pushing us in this direction. More important, we should have a vital interest in knowing what we are accomplishing as a basis on which improvements will be carried out. People in education have a choice, in our opinion, not of whether we shall find ways and means of measuring our accomplishments, but of whether we shall be involved in the process or have it imposed upon us.

Readers who are not familiar with the jargon of program economics and/or budgeting should not be discouraged from reading this brief presentation. The terms most frequently used are "inputs" and "outputs". The former refers to those components that go into an educational system to make it work—the number of students or teachers or classrooms or dollars or courses. In the past we have tended to point to these factors when asked to account for our performance. Yet, if one reflects upon it, he can see that these are really measures of activity not

measures of results. Results must be seen in terms of "output". What is happening to those students? those teachers? those classrooms? How much learning has taken place? Are students better and more productive citizens as a result of their educational experience? A fundamental related question, as has already been noted, is how we measure such results. The answer to that question may not be easily found, but to suggest that it *cannot* be done is no answer. Finally, if and when we know the results, we must come to conclusions as to whether they are worth the time, the effort, and the dollars that we are putting into attaining them.

The Department of Education is anxious that teachers and administrators should not only think about this pressing matter but express their opinions frankly and openly about it. Comments and suggestions arising from this paper, and any related reading on the topic which may have been done, are invited. All letters should be addressed to the Deputy Minister of Education, Mowat Block, Parliament Buildings, Toronto 182, Ontario, and marked "Output Measures".

*"Since the educational system functions largely apart from market forces, we cannot assume that inputs will generally be combined in the most efficient way."*

To understand our educational systems, one needs to know, among other things, the nature and magnitude of the inputs into, and outputs from, the systems, as well as the way the inputs are combined to "produce" educational outputs. Calculation of the overall net output for a particular increment of education requires that all relevant benefits and costs be properly quantified. This overall net output is made up of a number of partial outputs reflecting various dimensions of an educational system. These various output measures can, in principle, be used as indicators to monitor how well the various programs and policies are functioning.

When analysing the various measures of output from education, one must attempt to distinguish between *effectiveness* and *efficiency*. If, for example, the net benefits from a particular program are low, relative to expectations, this could be the result of various factors: the program may be ineffective in achieving its aims because of its basic nature or design; or it may be suffering from internal inefficiencies (related, for instance, to productivity performance or to the quality of inputs, such as administration, teachers, students, or capital). Since the educational system functions largely apart from market forces, we cannot assume, as we might for the private sector, that inputs will generally be combined in the most efficient way to produce a certain level of output.

*"... increased allocation of resources to improvement of school facilities or further reduction of student-teacher ratios would be relatively ineffective in improving output ..."*

In addition, output measures of the type discussed here should be designed to capture adequately the distributional dimensions of education. How, for example, are the benefits of education distributed by age, sex, region, income group, ethnic group, and so on? One may also wish to know the distribution of costs among regions, income groups,

individuals, and so on, so that the distribution of costs and outputs can be related.

One of the principal problems in deriving the outputs or net benefits of education is to determine the portion of those achievements and accomplishments that is genuinely attributable to the educational system, as distinct from that which is the result of external factors—such as aptitude or the home environment. In a fundamental sense, the *real* output of the educational system is the change in students' cognitive and motor skills, in their personality development, and in their ability to function within the social system—in so far as these changes are the direct result of the educational process. These are the accomplishments or achievements that ultimately contribute to economic growth and cultural development. If one could measure these changes, then one would be able to measure the net benefits of education. This would be a "value-added" measurement. Measures of aptitude and other factors external to the educational process (such as home environment) should not be included in real measures of the output from education, since they are not associated with the "net influence" of the educational process on individuals.

An understanding of these external factors, and measures of the magnitude of their effects on student aspirations and performance, would be of great help to decision-makers. If, for example, the measures of educational output in a region are low, this may be the result of external factors rather than factors within the educational system. Under these conditions, increased allocation of resources to improvement of school facilities or further reduction of student-teacher ratios would be relatively ineffective in improving output, whereas moves to influence certain aspects of the external situation might be quite rewarding.

All that has been said so far in this section underlines the value and necessity of good measures of real output. Unfortunately, however, no really satisfactory real output measures have yet been developed for education, partly because many of the benefits

cannot be quantified readily in monetary (or other) terms. As a consequence, various "proxies" for educational output have been deployed in the absence of better measures. These include enrolments at various levels of education, student flows, average number of years of education (or, for some purposes, university degrees granted or other "threshold-crossing" measures), and the costs of education (including the costs of various inputs, such as teachers' salaries, buildings, and equipment).

Improved proxy indicators of output have been sought in many countries over the past decade or so—indicators that would be more closely equivalent to the *Goal Output Indicators* discussed in Chapter 5. An example of a useful proxy measure of output is the estimation of the monetary value to the individual or to society of the marketable skills and knowledge developed between two particular levels within the educational system. These are generally derived from the different incomes associated with different levels of education. Later in this chapter, some partial measures of the returns from education in Canada will be discussed.

*"Variations in participation rates ... imply that children coming from lower socio-economic strata have less chance of benefitting from the educational system."*

Proxy or substitute measures indicating the degree to which the educational systems function equitably have also been employed in the absence of real output measures and their associated distributional aspects. Data on the retention of students within the education system, by province and school district, and on the proportion of children of eligible age participating in education, by income, ability, and ethnic group, have been used to derive substitute measures to show the distribution of "intellectual development" provided by the educational system. These data generally show variations in retention rates by province and school district.

pt, indicating that the chances of a student  
 ning "intellectual development" through  
 educational system may vary with place  
 residence. Variations in participation  
 es, by socio-economic class, imply that  
 ldren coming from lower socio-economic  
 ata have less chance of benefiting from  
 education system. U.S. studies, which  
 usted for differences in ability, imply that  
 e degree to which skills are developed in  
 e educational system varies positively with  
 e socio-economic class from which the  
 dent comes.

estimating the contribution that various  
 ruts make to educational outputs, certain  
 proxy measures have been used. If the mea-  
 re of output is a *net* measure, then only  
 e inputs related directly to the formal  
 educational systems are used. If the measure  
 output is a *gross* measure, then inputs  
 it are concerned with factors external to  
 educational systems are also included.

ong these lines, we have done some pre-  
 liminary work on the relationship of certain  
 uts to two particular proxy outputs for  
 e secondary school systems in Canada. The  
 uts (which are often "proxy" measures of  
 l input) include factors both *internal* and  
*external* to the educational systems. The  
 proxy gross output measures employed were  
 e number of students who had passed all  
 ir high school years to date (a perfor-  
 nce-oriented measure) and the proportion  
 students who planned to complete high  
 school (an aspirations-oriented measure).

*Factors such as adequacy of libraries  
 and school equipment, the degree of  
 participation in extracurricular  
 activities, the student's sense of con-  
 trol over his or her own destiny, and  
 the level of education of the teachers,  
 had relatively little impact . . .*

initial results, which must be considered  
 tentative and preliminary, indicate that  
 number of students in a particular school

who had passed all their high school years to  
 date was found to be significantly *greater*:

- the higher the educational level of fathers;
- the higher the aspirations of students;
- the larger the size of the students' families;
- the higher the proportion of families with two parents;
- the greater the percentage of students in the academic (as opposed to vocational) program;
- the fewer the average number of subjects taught per teacher; and
- the larger the proportion of female teachers.

Factors such as adequacy of libraries and school equipment, the degree of participation in extracurricular activities, the student's sense of control over his or her own destiny, and the level of education of the teachers, had relatively little impact on the proxy output measure. However, this study is not exhaustive and much remains to be explained.

The proportion of students who planned to complete high school was significantly *larger*:

- the higher the average educational level of the community;
- the greater the participation in extra-curricular activities;
- the better the library facilities;
- the greater the student's sense of control over his or her own destiny;
- the higher the aspirations of the parents; and
- the higher the proportion of families with two parents.

Those inputs which had little effect on student aspirations to complete high school include the student-teacher ratio, the education of the parents, the education of the teachers, the experience of the teachers, the size of the community, the sex of the teachers, and the average number of subjects taught per teacher.

*"Efforts to improve performance and aspirations should focus on those relevant facets of the social system external to the formal educational process."*

The initial indications from this analysis are that the influence of factors *external* to the school systems may now be weighing more heavily on performance and aspirations (as measured here) than those factors *internal* to the educational systems. If so, our secondary school systems may, in general, have reached a certain level of maturity at which significant further improvements in the performance or aspirations of students may not be best obtained by further considerable build-up of resources in the secondary school systems (although this may not hold true for all provinces). Rather, efforts to improve performance and aspirations should focus on those relevant facets of the social system external to the formal educational process.

We mention this analysis, even though it is still in a very preliminary form, mainly because it serves to illustrate what must be done to obtain a broad understanding of how the educational systems function. If more effective programs and policies are to be developed, it is important to determine more clearly the relationship between the various inputs and the resulting output. However, it is important to go beyond this and quantify the full costs and benefits of a particular program or activity (taking into account the determined relationships between the various inputs) so that better judgments can be made to guide the allocation of resources among various educational programs. Obviously, much work remains to be done to achieve this.

*—reprinted from the Eighth Annual Review of the Economic Council of Canada, courtesy Information Canada*

# The class that came to dinner

Dinner guests at Mrs. Betty Simms' home in Port Loring are not at all surprised when they are invited to eat at a kindergarten-size table and sit on kindergarten-size chairs.

"In fact," said Mrs. Simms, "they rather enjoy it."

The kindergarten furniture is not the result of some strange quirk on Mrs. Simms' part. It is the result of an evacuation. Back in February it snowed heavily, and pupils at the Argyle Junior Public School, Port Loring, where Mrs. Simms is a teacher, had to be evacuated because of the unsafe condition of the roof.

"It was uncertain where my kindergarten class would be placed," said Mrs. Simms, "and rather than have them go to an already crowded school nearby, I asked permission to have my class attend school in my home."

Though Mrs. Simms is obviously the sort of person who can cope, her entire house and way of life had to be changed to accommodate the kindergarten.

"Larger pieces of my furniture have been stored and kindergarten chairs, tables and easels have taken their place," she said.

"In many ways, this situation lends itself to the kindergarten program better than the ordinary classroom, because in a home we have the natural separations for small groups and activities."

The children enter the "school" through the office where there are hooks for their coats and shelves for their outdoor shoes. Also in this area, Mrs. Simms has installed a closet for their painting shirts and slippers, with shoe pockets on the doors to hold their papers and "show-and-tell" items. At the other end of the office is a play area where the building blocks, math materials and books are kept.

From the office, they go into what was once a more traditional dining room. Here they do things like coloring, drawing, painting, printing, cutting out, modelling and making pattern mosaics.

Next comes the living room, which Mrs.

Simms says is now the discussion area. Here the children sit on the carpeted floor, watch television, use the tape recorder, or listen and sing to the piano.

A record player has been set up in the kitchen and there they listen to records and follow along in their books.

"All these rooms are open to one another," said Mrs. Simms, "so although they are separate areas, the children can see the other groups.

"The little girls love to play upstairs in their playhouse. There are dolls, dolls' beds and numerous other household-type toys.

"They particularly enjoy dressing up in the assortment of old clothes, hats and shoes I have up there." She laughed, "needless to say the boys like to play at dressing up too."

The house is surrounded by a three-quarter acre of lawn and when the warmer weather arrived many activities were transferred out of doors.

Mrs. Simms said that in "free time" when the children are allowed to do as they please, she is apt to find children in almost every corner of the house. But she is so used to it now that it would seem strange without them.

She has been able to introduce all sorts of interesting things that might prove to be much more difficult to obtain or use if the children were in a regular school building.

For example a local farmer brought a calf to the house to the delight of the children. Another time a taxidermist loaned them a number of stuffed animals and birds which have stimulated a greater interest in wildlife.

Mrs. Simms insists that her social entertaining has not been adversely affected by the kindergarten.

"It certainly breaks the ice when guests find themselves seated on a covered foam rubber



pad surrounded by cushions, instead of a chesterfield," she commented.

"It is an interesting experience and one that I have enjoyed immensely," she went on. "Maybe there should be more home kindergartens because the informal and relaxed atmosphere certainly makes an ideal basis for learning."



# Teacher Education: The move to the campus

Education, as almost everyone concerned with the profession will agree, has gone through dramatic changes in the past five years. The notion of "accountability" has gained currency—the idea that the schools should be more directly responsive and responsible to the taxpayers who support them. The focus of education has been broadened to include not only formal training in a school setting, but also informal programs that permit and encourage a greater range of interaction between the schools and the communities that surround them. Control of the curriculum has been decentralized to the point where the teacher is often responsible for designing his own course of study, as well as teaching it. Students inside the formal education system are offered a far broader range of choices.

Instruction is much more individualized, and much more concerned with the learning process itself, as well as the content of courses. Barriers between age groups are breaking down, in some cases being eliminated. Education is no longer regarded as a process that ends at the completion of secondary school, or after three years of university, or with the acquisition of a post-graduate degree; instead, adults of all ages and all walks of life are demanding—and receiving—programs that will help them to better enjoy their lives.

All of these changes, and many others not mentioned here, demand a response from teachers. They also demand a response from those charged with the duty of training teachers. Yesterday's skills are no longer adequate, and the 16 teacher training institutions in the province must provide teachers with the skills they will require today—and tomorrow.

For if the teaching profession has changed

dramatically in the past five years, the profession of teaching teachers has changed just as radically.

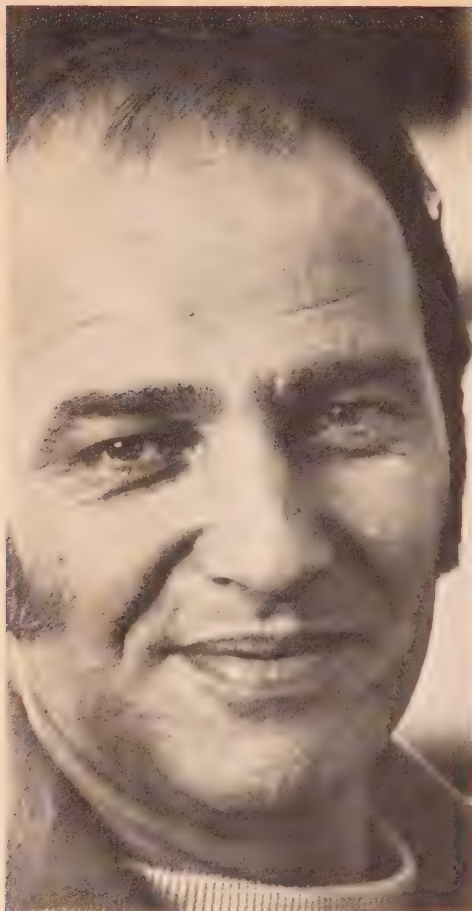
Most of the 93,000 teachers in Ontario were trained more than five years ago, and most would not now recognize their alma mater.

In this issue of *Dimensions* we attempt to acquaint teachers with some of the changes in teacher training. (In-service training programs, another aspect of the same process, will be dealt with in a subsequent issue.)

One of the principal differences is the effort to upgrade the qualifications of teachers, as educators' educators work toward the day in 1974 when all new entrants to the profession will hold at least an undergraduate degree. The first step in that direction was taken some years ago, when a commission appointed by the Minister of Education produced a document that is by now almost forgotten, the MacLeod Report of 1966. That report blue-printed the steps necessary to provide a sound academic and professional training program for elementary teachers.

One phase of the MacLeod recommendations was initiated this year, when teachers' colleges across the province began demanding at least one-year of university training as the minimum requirement for admission—a demand that was one of the reasons for a significant decrease in enrolments this year. Another phase began in 1969, when Lakehead University in Thunder Bay began offering both academic and professional training for teachers in a special two-year course. It continues still, as the universities and the teachers' colleges move closer together, and as educators seek the assistance of their colleagues in university faculties for the onerous and complex task of training the teachers of the 70s.





*"We are conscious that we need the input of teachers in the training program. But it's up to the university rather than the Teachers' Federation as to what we're going to do."*

*Last September 1, the venerable old Lakeshore Teachers' College officially became part of York University, the first step toward building a faculty of education at York and the continuation of a process that is drastically altering the course of teacher education in the province. There are now 16 institutions in the province which provide pre-service professional training for both elementary and secondary teachers; eight of them are affiliated with universities, and it seems clear that this process of affiliation will continue, as the recommendations of the MacLeod Report on teacher education are implemented.*

*Dimensions asked Larry Collins, a well-known Toronto journalist reporting on education to interview John Saywell, Dean of the Faculty of Arts at York and one of the persons most intimately involved in the transfer of the Lakeshore Teachers' College to the university. Their discussion follows:*

*Dimensions:* Do you have any plans to build a teacher training college on the York Campus?

*Dean Saywell:* Our current thinking is that we don't want to see education separated from the arts, science, and fine arts faculties. We think the students in education are the same kind of students (as those in the other faculties) and we don't think they should be separated from the university. Our current thinking is to expand the physical facilities of the university, but not to build some bricks and mortar and say that's education. I think it's important too to realize that we have taken over Lakeshore Teachers' College, but we're not going to continue to operate it. The Lakeshore Teachers' College disappears as a functioning body in the next two or three or four years, and while we're phasing it out, we will be establishing our own Faculty of Ed. up here, which will be totally different in nature than that one.

*Dimensions:* Do you envisage a Bachelor of Education degree in the future?

*Dean Saywell:* The university senate hasn't decided whether we will offer a B.Ed. My suspicion is that we will grant the students who go through the program, at the end of their four or five years, whichever course they take, both a B.A. and a B.Ed.—the B.A. for their academic work, the B.Ed. for their concurrent professional work.

*Dimensions:* Will your student teachers pay fees?

*Dean Saywell:* The teachers' colleges have customarily been tuition free. Our students at Lakeshore this year pay us, and then they receive a grant from the provincial government for \$500, the amount of their fees, so in effect they don't pay fees.

*Dimensions:* I thought one of the tasks you thought York might assume would be training teachers of special education. Can you elaborate on that? Just when might it start?

*Dean Saywell:* Well, the province concluded that one of the very real shortcomings in the school system and in the teacher education facilities was in the whole field of special education. And since we are quite strong in the areas of 'soft' psychology, sociology—the behavioral sciences generally—they asked us if we would make special education a specialty, and in fact become the provincial centre for special education. We would hope that the first students who'll be coming to us next fall will be able to do work in special education.

We've been working on this since April, getting the Faculty established, bringing in consultants, looking at the programs elsewhere in Canada, the States, England. We're co-hosting a conference on mental retardation here in October, and we expect, say in five years, that we'll be staffing the provin-

cially supported schools for the deaf, for the blind, for the mentally retarded.

We'll be working very closely with the special ed. people in the boards, doing not only the degree training, but also training for those people currently in the schools who want to develop their capacity in special ed., either at post-graduate levels or for those who don't have their degrees and have taken all their training in the in-service courses.

The province would really like us to take over the in-service training as well, but we're a little gun-shy on that. It's a huge job to just suddenly walk into. We'd like to have our staff here for a year or two at least before we take on the in-service work.

*Dimensions:* Will your staff be the same staff that Lakeshore had? How will it differ?

*Dean Saywell:* To go back to the beginning, we've taken over Lakeshore, but we're not going to operate it. Some of the staff at Lakeshore may be invited to become members of the university Faculty of Education, some may not. Some may not wish to.

*Dimensions:* You are also hoping to train secondary teachers at some point, aren't you?

*Dean Saywell:* Right from the beginning. Both.

*Dimensions:* Right from the beginning?

*Dean Saywell:* Yes. That was one of our conditions in agreeing to establish a Faculty of Ed. We didn't want to train *just* elementary or secondary teachers—we don't think you can. We have always believed in the removal of the differentiation between elementary and secondary teachers, and therefore we're very sympathetic to the approach that the Department of Education is working on now, of one basic teaching

certificate—specializing, but you get only one basic certificate.

*Dimensions:* What will be the requirements for admission to the Faculty of Education?

*Dean Saywell:* The same as the requirements for admission to the other faculties at the university. No student will be admitted to the program in education until he's already been admitted to one of the academic faculties.

We want to get away from the suggestion that somehow you don't have to be as bright to be a teacher, that the admission requirements are low and the program is softer, that teaching is somehow a second-rate profession, that it's where the dummies go and it's what you do if you can't do anything else.

We want to build up the prestige of the profession by saying that you've got to be just as bright if not brighter, you've got to be just as hard-working if not harder-working, you've got to be able to satisfy academic as well as professional requirements.

*Dimensions:* What qualifications do you think are necessary for a good teacher?

*Dean Saywell:* Well, in the first place, I think there's some truth in the saying that good teachers are born and not made, cliché though it is. Everyone knows that there are some people you cannot turn into good teachers, regardless of their training. You've got to have the right kind of temperament to begin with.

Then I think the teacher needs a pretty good sense of who he is, and who the students being taught are. Again, he needs a sound

academic preparation. That doesn't mean he needs an honors degree in history, but he does need a solid understanding of child development, learning processes, behavior modification, and so on. A very good education.

And then on top of that he needs an awful lot of experience and willingness to watch himself in the classroom and practise his art, as a surgeon practises his.

You can't just take a kid, give him a B.A., give him a year at the College of Ed., send him into the classroom and tell him he's a teacher. Ideally, we feel that there should be a period of internship—we may not be able to do this because there aren't enough funds and it delays the process—but we'd like to give our students the feeling that we'd like to remain in contact with you after you get out into your jobs, and we'd like you to think that you've still got a couple of years when you can come to us and we can come to you and continue to assist you.

*Dimensions:* The Ontario Teachers' Federation has expressed some concern that now training is under the universities instead of the Department of Education, they will lose any influence over it.

*Dean Saywell:* There is a difference of opinion between us and the Federation because we want a whole new approach to practice teaching. The way it is now, the student teacher goes out to practise and the regular teacher is paid an extra \$50 or \$100.

We would like to go to a school board and say we want to hire so many of your teachers for one-third of their time. We would pay the board for that time and the board would hire its own replacements.

We are conscious that we need the input of teachers in the training program. But it's up to the university rather than the Teachers' Federation as to what we're going to do.



*"The universities are inclined to be arrogant and hung up on paper qualifications."*

Back in 1954 the Ontario Teachers' Federation recognized that eventually all elementary school teachers might be required to hold a university degree, a move that the OTF supported. And the logical way to ensure university training for teachers was to press for the affiliation of teachers' colleges with universities across the province.

Seventeen years later, both notions are much closer to reality. New elementary teachers will be required to hold a degree after the 1973-74 school term, and eight universities across the province—Windsor, Queen's, Brock, York, Lakehead, Western, Ottawa and Toronto—now have faculties or colleges of education involved in training elementary or secondary teachers. But now that dream has all but come true, some uneasy second thoughts are emerging from the OTF.

"We have always asked for this," says Ian Fife, the new OTF president, "but it doesn't preclude setting up a separate, degree-granting institution for teacher education."

Mr. Fife, who has taken a year off from his job as principal of a school in Etobicoke to head the OTF, would like to see a university affairs committee set up to watch the work of teacher training colleges in the universities.

Details of the committee's functions and composition have not been worked out, but Mr. Fife envisions it as a blue-ribbon panel of people from the universities, the teachers' federations, and the Department of Education.

This committee would help to prevent duplications, and ensure that enough teachers are trained in the various specialities, he feels.

But one thing that has the teachers' organization worried is that the universities have not been enthusiastic about accepting the staff of the teachers' colleges as full-fledged members of their faculties.

"The universities are inclined to be arrogant and hung up on paper qualifications," says the OTF president.

Another thing that worries the Federation is that the colleges of education will now be

under the Department of Colleges and Universities, instead of the Department of Education. Despite the fact that the Department of Education and the Federation in the past did not always see eye to eye, Mr. Fife feels that the universities may prove more obdurate in their dealings with teachers' organizations.

The universities have a long and strong tradition of independence from outside groups, and Mr. Fife wonders if teacher training will move into an ivory tower where complaints are seldom heard and rarely acted upon.

Before, he could at least discuss issues with the Department of Education if he didn't like what the colleges were doing. Now, he says, "we may get as much uniformity as before and we may have difficulty getting people to listen to us in discussions."

That's why the OTF wants a top-level committee to watchdog the training of teachers in university, although Mr. Fife doubts it would be able to impose its will on the universities.

As far as the actual training of teachers is concerned, will it be any better when done by faculties of education as opposed to teachers' colleges? And will teachers be better when they all have degrees? In Mr. Fife's view, a degree doesn't make an educator, and nobody has the right to call himself a teacher just because he has a certain amount of schooling.

"Any one-shot program that is supposed to fit a person to teach for the next 35 years is hopeless," he says. Teachers will still need to continue to up-grade their skills long after they graduate from university.

Closely connected with the question of teacher training is the issue of certification. The OTF has long contended that teachers, like doctors and lawyers, should be certified as professionals by their own professional organizations.

The main advantage to teachers, Mr. Fife feels, is that the move would increase their

professional status." The certifying body could include representatives from the non-teaching community to prevent it becoming too narrow and in-bred in its outlook.

The Federation passed a motion at its annual meeting over a year ago asking the Department of Education to permit it to establish a registry of qualified teachers under the supervision of some certification authority.

The Position Paper, October/71 Dimensions (for suggestions from the Department on a new formula for teacher certification.)

The Department has not indicated that it is about to do this, but Mr. Fife and other OTF officials are optimistic.

"We have been struggling for self-certification for years," he says; "now we are looking at it more strongly than ever before. I think we'll get it within 10 years."

The way teachers are taught will also affect the supply-and-demand issues—the number of teachers available for the number of jobs.

At the whole question of a teacher surplus is unclear, and an OTF committee is studying it.

Meanwhile, Mr. Fife predicts that the number of teachers needed will keep growing, despite lower birth rates and declining school enrolments.

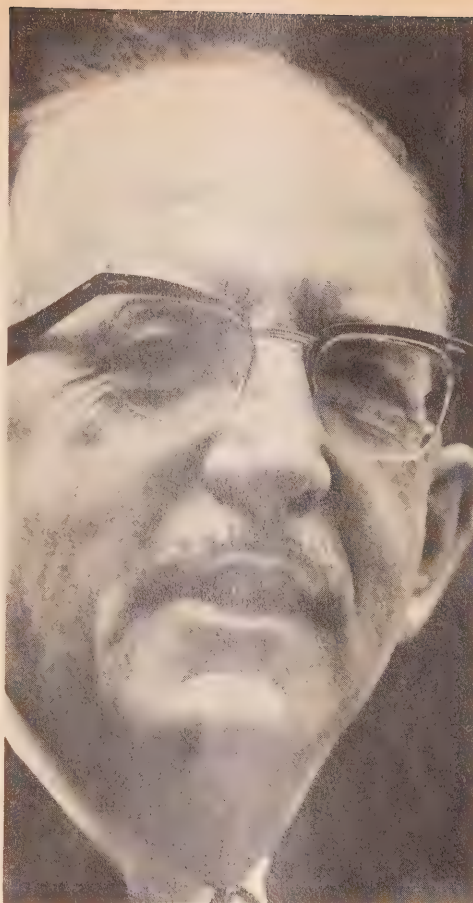
"We will need more people to do different kinds of jobs than we were doing before," he predicts.

Much of the demand for teachers will come from areas of specialization, he thinks, especially special education.

Besides, Mr. Fife believes that not everyone trained as a teacher has to be in a classroom. He has had numerous calls from people who say their teacher training helps them in other professions.

Not everyone who graduates in law is a lawyer," he says. "Not everyone who graduates from a teachers' college will teach."

by Larry Collins



*A year ago last spring R.S. Devereux, the principal of the Windsor Teachers' College, watched his last group of students graduate from that institution. Last year, as principal of the newly-formed Faculty of Education of the University of Windsor, Mr. Devereux watched his first group of students graduate. Dimensions asked W.A. Twaddle, education reporter for the Windsor Star, to find out what the differences are between those two graduating classes. Here is his report.*

Affiliation with the University of Windsor as a Faculty of Education has brought about some subtle changes in the atmosphere in Windsor Teachers' College; but the more noticeable changes have been brought about by a change in the complexion of the student body.

Once a gathering place for grade 13 graduates (many of them simply looking for the shortest cut to the working world) the Teachers' College or Faculty of Education is now attracting older and more mature students, a direct result of the changing requirements for entering the teaching profession.

Last year, Windsor's first as a Faculty of Education when grade 13 was still the only requirement, 48 per cent of the 420 students had at least one year of university.

This year, with enrolment cut in half by the one-year-of-university requirement for entrance, 58 per cent of the 200 students have at least a three-year degree.

Obviously their own university experience has made assimilation into the university community an easier job than it would have been two years ago when all but a few student teachers were right out of grade 13.

According to principal Ralph Devereux, the experience and maturity gained during their university education has made it easier for students to adjust to the more relaxed, self-

*For the first time students have begun to play an active role in the Faculty of Education policy development sessions.*



disciplined approach followed in the Faculty of Education.

Administratively, the changeover was made easier by the friendly, helpful approach of the university administration, and an eagerness on the part of the Faculty of Education staff, Mr. Devereux said.

The program within the college changed only slightly and the work continues to bring teachers' college policies in line with the university approach. The Faculty of Education has representation on the university senate and plays an active role in university government.

As far as the students are concerned, they have received the freedom—almost unanimously without any confrontation with the faculty—which has traditionally belonged to university students.

The only hint of a hassle—and it was resolved quickly and quietly at the beginning of last year—was over dress code. Previously students had been expected to dress "in a professional manner" (shirt, tie and jacket for men; skirts or dresses for women) at all times.

But a suit or dress hardly fits into the jeans-and-shirt manner of a university student, so dress codes have disappeared.

Students, however, are advised to dress professionally during their practice teaching weeks. As Mr. Devereux pointed out, they still have to look for jobs and their appearance is a big factor.

But it is only advice and nobody from the Faculty of Education is checking to see what the students are wearing.

Students, too, for the first time, have begun to play an active role in the faculty of education policy development sessions. They sit

on the faculty council and when decisions are made have an opportunity to make their views known.

According to Mr. Devereux, this student involvement is the biggest and most noticeable change within the college structure. He said the policies were "formerly pretty well set by tradition" but student involvement has got the faculty thinking more searchingly about their responsibilities.

The students' biggest victory: a professional assessment rating. The term "victory" is perhaps a misnomer; it was accepted by the faculty council without any kind of confrontation.

But it means that, for the first time, the students know how they stand when they graduate. Where they used to get only a pass or fail rating, they now get a form they can use in job hunting, telling them and prospective employers whether they are rated as an excellent, satisfactory, or poor teacher.

Student committees within the Faculty of Education student government operate with less direct contact with the teaching staff now. Staff advisers who used to be active members of the committees now wait in the wings to be asked for advice.

Perhaps the biggest change in the students' relationship with the college should be the accessibility to the social advantages of the university campus. However, the college building is 4½ miles from the main campus and because transportation between the two is not good, social intercourse has been hampered.

As university students, they have, at least officially, access to all the advantages of university life, socially and academically and to a limited extent they are becoming involved.

Orientation was held in conjunction with the entire university program, and some of the student teachers' own social functions have been held on the main campus. They also

have access to the higher calibre university sports program.

Mr. Devereux hopes that as the relationship develops improved transportation will give the students more access to the main campus.

Meanwhile, the affiliation is having a "healthy effect" on teacher education, Mr. Devereux feels. It has given teacher training more of the prestige it deserves, he believes.

Eventually he foresees the development of a four-year teacher education degree program providing the best of both worlds and producing the highest quality of individual teacher the province has ever seen.

With that kind of program, teachers will have more optional courses allowing them to concentrate in areas that interest them most.

Even now, in the second semester, student-teachers are being given the option of concentrating on a primary-junior program or a junior-intermediate program.

And this kind of optional training will increase as the former teachers' college continues to integrate into the university program.

Mr. Devereux said it has been impossible to tell whether graduation from a faculty of education has given beginning teachers any edge in the job scene over teachers' college grads, but he is confident that in the future it will.

Last June, the first year that students graduated from the Faculty of Education, the teacher hiring field was extremely limited by an over-supply of teachers and tight school board budgets, making any attempt to evaluate their success as university-trained teachers futile.

Mr. Devereux said as the program develops and becomes more and more a university-oriented program he is hopeful that the graduates, because of the broader training and the more mature outlook provided by university atmosphere, will have an easier time finding jobs. And will do better at the jobs they find.



# Recent & Relevant

## Open-plan versus traditional schools: little difference in student achievement

When new schools are built now, they almost all follow the open-plan concept. School planners and architects regard open schools as a necessary response to less-rigid teaching techniques. Educators have generally approved open-plan schools as providing a better learning environment, and being better suited to the new curricula.

Now the York County Board of Education has completed the first stages of a study designed to compare the learning achievements of pupils in open-plan and traditional schools in two important areas, reading and mathematics. The findings: there are no significant differences between pupils taught in open-plan schools and pupils taught in traditional schools.

The York County researchers measured the reading and mathematics achievements of 47 grade 1 students in two open schools, and compared them with the accomplishments of students in nine traditional schools used as a control group.

They found only "small marginal differences" which tended to favor students from open-plan schools in both reading and mathematics.

York County Research Officer Brian Burnham hopes to follow the two groups through grades 2 and 3 to see if the small spread between them increases. The York researchers are also testing the two groups for differences in creativity and curiosity.

## Colleges, universities get new department

Just in case you were not sure, the Department of University Affairs exists no more. On October 1 it became the Department of Colleges and Universities.

Under The Department of Colleges and Universities Act, 1971, the new department is responsible for *all* publicly supported post-secondary education in the province.

This includes the 20 colleges of applied arts and technology, Ryerson Polytechnical Institute, the provincially assisted universities and related cultural institutions.

The new Department of Colleges and Universities has its office in the Mowat Block, Queen's Park, Toronto 182.

## French president heads language commission

Professor Thomas Symons, President of Trent University, has been appointed as Commissioner to review the legislation that established French-language secondary education under public boards of education. Appointed by Education Minister Robert Welch, Professor Symons will conduct his studies within the following terms of reference:

The Commission shall inquire into the effectiveness of the legislation to implement a program of French-language education in the schools in Ontario. The Commission shall direct particular attention to the establishment, operation, and progress of French-language secondary schools and French-language classes in secondary schools.

The Commission shall submit a final report as soon as possible, and shall make a preliminary report to the Minister of Education on or before December 30, 1971.

Without restricting the generality of the foregoing, the Commission may make recommendations in respect of,

1. the jurisdiction of boards of education to provide French-language education;
2. the functioning of French Language Advisory Committees;
3. the effectiveness of the safeguards for the continuance of English-language education where education in the French-language is provided;
- and
4. such other matters the Commission considers relevant.

Professor Symons will hold public hearings and receive briefs from school boards, interested groups and the general public. Briefs may be addressed to:

Ministerial Commission on French-Language Instruction,  
17th floor, Mowat Block, Queen's Park, Toronto 182.

## Secondary program to cover all languages

The senior secondary school language program has been extended to cover credit courses in *all* languages, including those of native Indian peoples.

Courses in any language may be developed by schools to suit the needs of students. After the course has been approved by the local school board and the Department it will be offered as a full credit course toward the secondary school graduation and honour

graduation diploma. The new program applies to grades 11-12 and 13. The courses will be taught by certified teachers fluent in the language being taught.

Education Minister Robert Welch said the new program will allow schools with sizable student bodies of one or more cultural groups to introduce the language of that specific group of students as a full credit course toward their diploma.

## "Much-maligned" wolves subject of new film

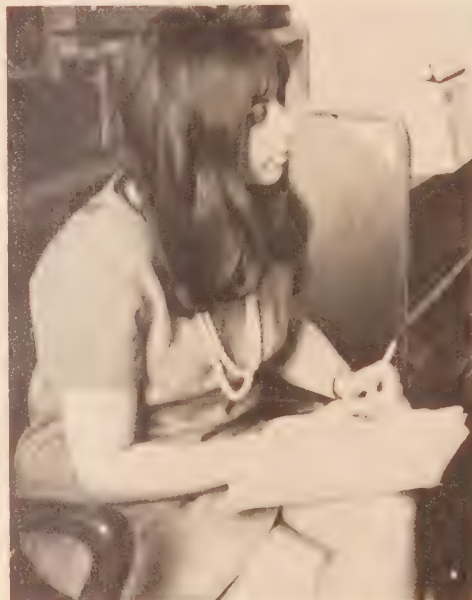
A fascinating film that tries to set the record straight about wolves will be available to schools from any office of the National Film Board after the first of the year.

The wolf is a much-maligned animal according to cinematographer Bill Mason, who produced, directed and photographed the film entitled *Death of a Legend*, during a three-year period in the northern section of Baffin Island. Mason also produced *Paddle to the Sea* for the NFB a few years ago.

Wolves are shot on sight virtually everywhere in Canada, Mason says, and the species is in danger of becoming extinct. He selected his shooting site on Baffin Island not because he

was afraid people might be molested by the animals, but because "I was horrified at the idea of somebody putting a hole in one of my wolves."

The fact that wolves still survive in North America says a lot for the intelligence of the animal, Mason claims, and perhaps the single most important reason for their continued existence is their fear of man. Wolf tracks are often found, but very few people have ever seen or heard a live wolf; Mason captured two of them, took them back to his home in the Gatineau Hills, and eventually raised seven cubs from birth.



## West Lorne students find journalism difficult but exciting

Some people might have thought Lynn Lashbrook was a brave man indeed to allow grade 13 students to take over his newspaper. But publisher Lashbrook must have known what he was doing. The result was a very professional looking eight-page supplement which appeared both in the *West Lorne Sun* and the *Rodney Mercury*.

Mr. Lashbrook's temporary staff consisted of students from the West Elgin Secondary School in West Lorne, and he claims a more enthusiastic bunch you couldn't wish to meet.

"They were really interested in everything and keen to learn about the production of a web-offset paper," said Mr. Lashbrook.

"They did all the writing, photography and helped with the editing. Those who lived near enough even came into the newspaper office during the evening to help with the proof-reading."

But if it hadn't been for English teacher

Malcolm Wilson, the aspiring journalists might not have got together in the first place. Mr. Wilson had the idea that producing a newspaper would be a useful learning experience for his grade 13 class. He was right.

From Mr. Lashbrook's point of view, the experiment was a success, so much so that he hopes to co-operate with the school to produce similar supplements on a regular basis. That means several times a year.

From the students' point of view, the experiment was a success.

Student 'publisher' Vytautas Jasinskis said "All of us learned a great deal from our experiences. For instance, there is much more to photography than just clicking the shutter.

"Our supplement may look like a few articles and stories to you, but we see the incredible number of words it takes to fill every one page."

# How to drive your supply teacher crazy in 10 easy steps

Edith Hetherington, who is a supply teacher in the Borough of North York has compiled a check-list for teachers. Here it is — Ten easy ways to make your supply teacher hate you.

- 1  
Don't leave anything to indicate what the class should be doing. Better still, leave a long, boring assignment, but tell the students it won't count.
- 2  
Leave careful instructions about taking attendance, but be sure that none of the available class lists are up to date.
- 3  
Make sure the students know they will not be held responsible for anything they do for the supply.
- 4  
Ask the other members of the staff not to show her where the cloakroom or the cafeteria are.
- 5  
Leave unreadable instructions marked **Very Important**.
- 6  
Tell the supply teacher to lecture on some specialized subject to the first class of the day before she can have a chance to get to the library.
- 7  
Leave the supply an attractive film to show, but make sure there are no working projectors available.
- 8  
Promise several students they can work on their projects in the art room, but tell the supply that no one may leave the room.
- 9  
Don't tell your supply that your room has been changed since the schedule was printed.
- 10  
Leave an assignment to be done in the students' notebooks, but keep your own notebook at home.



# WRITE IN

Dear Editor:

I am writing about an inaccurate statement in the September 1971 issue of *New Dimensions* in the Recent and Relevant Section on page 15.

The second paragraph states that York University will be offering four and five-year programs beginning this fall. The following statement regarding the Faculty of Education at York University taken from the *York Gazette* of September 22, 1971, will illustrate:

"A Dean of Education must be appointed before a definite date is set for the start of the Faculty of Education, or firm plans about curriculum can be announced. It is hoped that a Dean will be appointed to take up duties by the summer of 1972."

The earliest possible date for courses to begin in the Faculty of Education is September 1972.

My concern about the error is that many teachers, particularly guidance teachers, and many secondary school students could be misled by the statement in *New Dimensions* and, as well, we at Lakeshore would receive many unnecessary letters and telephone inquiries.

W.C. McClure  
Principal,  
Lakeshore Teachers' College.

*For further information on the affiliation of Lakeshore Teachers' College with York University, see the interview with John Saywell, Dean of Arts at York University, on page 8 of this issue.—ed.*



December 1971

# new dimensions



Educational  
Television in  
Ontario

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# THIS MONTH

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Write-in



# Position paper

## A consideration of Special Education

This month DIMENSIONS presents a "position paper" prepared by officials of the Department of Education's Special Education Branch. It is hoped that through this device, and the reaction that it generates, the Department can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

As indicated, the Department will welcome comments from all interested persons about these proposals. Letters dealing with this matter should be addressed to:

The Deputy Minister,  
Ontario Department of Education,  
Mowat Block,  
Parliament Buildings, Toronto 182  
and marked  
Special Education.

*All things are born in contention* —  
Heraclitus

It is not intended that the operational ideas presented here are complete. Discussion, as a result of this paper, will create many new strategies for development. Changes in traditional patterns will be controversial. The final or only answers are not here. But surely the resulting dialogue will help the development of education in this province to meet the goal of providing education for all children.

### Introduction

Programs and services of Special Education have reached a significant stage of development in Ontario. It is desirable to attempt to describe a position for the development of future programs and services. Special Education has changed and continues to evolve.

Against an analysis of the state of Special Education in transition, the suggested policy position of the Department of Education will emerge.

### The State of the Field

Special Education is moving through a stage of narrowness to a point when it will become a naturally integrated aspect of the total educational program. This evolution is not without difficulty.

Historically, it has been the tendency to think in terms of a child in need of specific specialized services, and the type of services that should be provided to fill that need.

Nationwide, as in Ontario, programs and services were evolved to meet specific categories of problems — the blind child, or the deaf child, or the mentally retarded child, and so forth. Where children had more than one disability, considerable time and effort has been spent in many cases in delineating the primary disability that needed attention.

This approach has been moved forward constantly by the activities of special interest groups, largely composed of parents of children who had a particular handicap and who desired more attention, funds and professional services devoted to children with that particular handicap. Often, the special interest groups have been motivated by the work, both conclusive and inconclusive of researchers and other educators.

While it is easy to criticize such groups as being "narrowly selfishly interested," nevertheless, a great deal of the growth in Special Education can be traced directly to the political involvement of such groups. In a very important way their role has been essential to the evolution and broadening of Special Education in areas, such as retardation, speech and deafness.

A natural outgrowth of this type of stimulus is the "over-functionalization of programs" to the point that both in law, as well as in policy, the tendency has been to program narrowly. In the current legislation and regulations, children are classified according to a "label", such as, trainable retarded, deaf, blind, etc., rather than describing the educational needs that they manifest and which tend to cut across the areas of handicap.

continued

This "labeling" of exceptional children by functional area of handicap rather than by nature and degree of the educational problem tends to set up rigid categories of programs and policies which act against the fluid movement of children from one level of education attainment to another. It also disregards the fact that teachers with rapidly developing new techniques and technologies can provide more effective services if they are not restricted by over-rigid programs and/or policies.

The labeling of the exceptional child and hence, the over-functionalization of programs, stem primarily from the manner in which programs were pushed and stimulated in the early days. Protagonists of programs believed they could achieve better results if they tied legislation to specific problem areas which could be described and illustrated to the school boards and the legislature. The end result has been program development by the "problem category" method.

How to break this cycle is an immediate problem.

The development of Special Education has reached a point where primary emphasis must shift from focus on the handicap to the individual child and his educational needs. To achieve this change, the cooperation of interest groups, a broadening of the understanding of special educational needs by many school officials and trustees, an aggressive communications program by the Department of Education, and supportive leadership from the professional groups concerned with the functioning of effective Special Education programs will be required.

To ensure the success of this movement, careful planning will have to take place. Some specific operational approaches have been suggested at the conclusion of this paper. They will aim at adequate diagnostic or appraisal services; professional staffing of classrooms; the provision of adjunct professional and paraprofessional staff involvement in the teaching and learning process; the development of information systems to create knowledge of teaching aids and materials, the development of more effective methods of teacher education in Special Education for all teachers and specialists; and encouragement to establish program flexibility to stimulate the progressive movement of children into more adequate educational settings.

### The Essential Context of Special Education

Special Education today has revealed the need for a more viable relationship between the school staff and the family of the child requiring programs and services of Special Education. In the lower income groups, the problem of a handicapped child often lies "buried" until it comes to the attention of the staff of the school. Then, due to lack of communication, non-cohesive family units, economic pressure and sometimes fatalistic apathy, it becomes extremely difficult to enlist the effective aid of such families.

Despite the complexity of this problem, the degree of predicable difficulty it engenders, and the short-term additional costs that result if this approach is used, an attempt at a solution is essential to a modern effective program of Special Education. Direct family involvement is critical to the successful performance of the rehabilitation-educational function. Without such involvement, programs will be limited to the type of partial effectiveness that characterizes them today. Thus, Special Education services must be carried past the classroom into the family of the exceptional child himself.

There is another aspect of the context of Special Education that must receive attention. A significant pupil-teacher population is contained within hospital schools, correctional institutions, detention homes, crippled children's treatment centres, and treatment centres for the emotionally disturbed. Specific measures can be taken to effect a closer educational liaison between boards of education and the settings indicated to develop resource centres for all schools and to provide a more integrated teaching and learning program in these centres with programs in the schools under the jurisdiction of school boards.

### The Question of Goals

It is not surprising that the evolution of Special Education today to a concept of educational needs as they emerge within the context of the total family has created a problem of definition of goals for this important aspect of education.

Early programs of Special Education were advocated on the same premise as vocational rehabilitation programs, i.e., "with proper services we can take a person who will be potentially dependent and provide him with the education and skills to be fully or partially productive." This premise has been the philosophical underpinning of the Special

Education movement. Thus, those areas of handicap where this philosophical premise seemed most applicable, and where the political significance of the functionally oriented pressure group was obvious generated legislation and financial support first.

In contrast, most of the professional groups concerned — especially the teaching profession — have approached the problem from quite a different premise. To state it simply, every child regardless of his capacity is entitled to free public education, and it is the responsibility of government to provide such education. We could safely go one step further and say that most teachers feel that education should be provided regardless of whether the recipient of such services will ever be fully or partially self-supporting.

The fact that there has been a rapid growth of programs for handicapped children with lower productivity potential, such as trainable mentally retarded, would tend to suggest that the two-goals concepts are beginning to merge. This is not the case. Many trustees and officials still approach these programs of Special Education as being economically desirable because the pupils therein will become more self-sufficient.

All of this illustrates the lack of a clearly developed and well understood educational philosophy for those exceptional children. An implied criticism is not intended here, since programs in this field are at best trial and error, relatively new, and thus the experience factor necessary to develop new education-training approaches is limited. We will have an opportunity to learn a great deal, for example, from developments arising out of the revised regulations governing the age of school attendance for the trainable retarded.

Nevertheless, unless the basic philosophical difference between the approach of many teachers to goals for these exceptional children and that of many boards and officials is recognized, a funding impasse will, of certainty, develop in the not too distant future. The solution lies in continuing with these programs for the lower potential handicapped child with bold experimentation and resultant continuing development of practical programming being essential. It must be remembered that even the most competent diagnostic services are sufficiently non-precise to permit some individuals who can be fully productive to be placed in programs for those children with more severe handicaps. Therefore, all programs must be designed with a high

degree of flexibility to permit fluid student movement when the circumstances warrant.

While the above philosophical dilemma could lead to problems unless the Special Education programs and services are able to produce a much higher rate of fully productive persons than they have done to date, a much more basic area of philosophical question exists. This problem arises due to our tendency to separate exceptional children from the traditional educational process, supposedly to provide them with more intensive services and thus improve their chances of educational survival. We are overly prone to classify such children as "educationally different" without the full understanding that it is difficult enough to be handicapped and the burden becomes greater when, for educational purposes, one has to be in a "different from normal" status.

There has been a tendency in the field of education to forget that concentration on the abilities of the child with handicaps will produce desired results more quickly and effectively than concentration on his disabilities. We must also bear in mind that exceptional children often carry their handicaps into adult life where they must live in a world composed primarily of persons who are not handicapped in the same way. It can be of great advantage, therefore, to such a child if, during his education, he is not isolated from non-handicapped persons.

This is an argument not for the abolition of Special Education classes, but for the more careful consideration of the educational program for all children. While Special Education classes should be a resource to the general classroom teacher to provide special services for the benefit of the child that needs such services, they must never become a one-way street. Two factors can be brought into play to insure the proper use of this resource.

Greater emphasis should be placed on trying to keep handicapped children in regular classrooms with non-handicapped children as long as they can better profit from that experience. Transfer to a Special Education class should be for specific reasons with a specific plan of education worked out in advance — an "educational prescription" that is clearly established as a contract of understanding between the school and the family.

Secondly, when a child is placed in a Special Education class, every effort should be made

to bring him to the point of educational development where he can re-enter his regular classroom. This would mean a specific plan of educational action be developed for each child with frequent reappraisals.

It is only realistic to indicate that there is a greater demand for programs and services of Special Education today than our human and physical resources can supply. The extension of existing models of organization to meet the full scope of the need is a futile and unrealistic exercise. We must turn to the development of new strategies of organization for development. The demand for programs and services can only increase in the '70s as the force of all of the variables of social awareness, technology and professional competency emerge.

In turn, new organizational patterns will call for the development and utilization of a wide range of professional and paraprofessional competencies to be engaged with exceptional children.

A number of levels of training are concerned, for example:

the specialist educator,  
the teacher,  
the paraprofessional or support-staff individual.

At Level I, we may refer to the policy designers and school executive personnel or those who serve as key functional program consultants. Traditionally, persons in these roles have evolved into their positions after long experience in Special Education. Some have had a sound preparatory and on-going professional experience. Others have not. There is a critical need to develop, intensively and rapidly, personnel at this level.

The professional development of staff at Level II calls for a breaking away from the idea that has consistently stated that teachers for the Special Education field must be recruited from among experienced teachers of normal children. While there are very valid and recognized arguments in support of this position, the tendency in adhering to the principle is to force exceptional children back into the standard mold for normal children rather than developing individuality from a positive emphasis upon exceptionalities. Further, all teachers must receive a significant orientation to exceptional children as part of their preparatory program.

At Level III, the preparation of adjunct professional resources, represented by the disciplines of psychology and sociology as two examples which are essential to the successful education and training of exceptional children, either do not exist in adequate numbers, or oftentimes exist outside the jurisdiction of the Department of Education or school boards.

The preparation of personnel of this nature for service in the school system must come, increasingly, under the direction of the education model.

All teachers of exceptional children need to update their professional competency in this rapidly developing field. A policy of endorsed certification for the specialist in Special Education should be considered

### Some Specific Proposals

Against this description of Special Education in evolution, a number of specific action proposals can be presented for discussion.

#### 1

The development of the school board as the recognized and mandatory agent of educational management of Special Education locations found in institutional settings — Ontario hospital schools, correctional institutions and detention homes, treatment centres for the emotionally disturbed, and crippled children's treatment centres. This position demands, in turn, a number of organizational changes such as the following:

(a) transfer Ontario Hospital Schools for retarded and emotionally disturbed children to the area of management responsibility of boards of education;

(b) create boards of governors for residential schools for the deaf and blind;

(c) designate boards of education as the responsible management authority for programs of education in correctional schools, accredited residential centres for the emotionally disturbed;

(d) eliminate boards of education known as Section 12 school boards which administer education in crippled children's treatment centres, and place this administrative function with boards of education.

#### 2

The establishment of a series of ad hoc "committees of advice" to work with the Special Education Branch in monitoring developments in the field and to aid in the preparation of on-going statements of

counsel for boards and the legislature in the design of new strategies of organization and programming in Special Education.

**3**  
The elimination within legislation of specific nomenclature which establishes the categorization of exceptional children and which tends to force thinking and developments of programs and services into rigid patterns. The focus of the law should be placed upon the educational needs and not primarily upon the condition that makes the child different from the average.

**4**  
The revision of legislation in order to place a clear emphasis upon the autonomy of the school board decision-making level. For example, the school board would make the decision regarding staffing competencies for Special Education personnel beyond basic certification; or the school board would have the power to establish school programs and services for any age-level of child including pre-school levels.

**5**  
The elimination of advisory committees with a narrow concern, viz., for the trainable retarded, and the establishment of a broadly oriented advisory committee to speak on the total issue of education as developed by the board for exceptional children.

**6**  
The creation and implementation of program-planning techniques of a systems nature to lead to funding patterns based upon long-term planning and school board commitment to the prepared plans.

**7**  
The mandatory application of "Building Standards for Handicapped" to all building plans for new schools and additions to schools.

**8**  
The enlargement of the program at the School for the Blind which provides texts, materials and counsel for programs for students with visual difficulties.

**9**  
The provision of development grants to aid school boards in initiating new programs in order to eliminate the disparity in minimum programming that exists between jurisdictions at the moment.

**10**  
The enlarged cooperative development with teachers' federations, universities, such as York University, and teachers' colleges in

the presentation of up-dating professional development courses.

**11**  
The creation of a contract plan of professional development whereby school boards may conduct summer courses in Special Education in the same manner as winter courses, until such time as the colleges and faculties of education assume this responsibility.

**12**  
The increased infusion of orientation approaches to Special Education in all basic preparatory programs for teachers.

**13**  
The stimulation of research in Special Education through the Department's program of grants-in-aid of educational research.

**14**  
The creation of paraprofessional and school aide preparatory programs to provide a greater number of support staff for teachers of Special Education, which would permit the establishment of organizational models that would allow for varied groupings of children and teachers.

**15**  
The designation of the school board by the government as the key legislative and local unit to bring together in school communities all of the essential agencies and services on behalf of all children.

**16**  
The establishment of detailed physical examination procedures for children entering schools, such as that evolved in cooperation with the Ontario Medical Association and the Department of Health.

**17**  
The establishment of a central child registry within the Department of Health designed in cooperation with the Department of Education so that information can be readily available to school systems in order to aid in the development of an effective educational program for children with potential or actual learning problems.

# Educational Television in Ontario

## Dial-a-lesson

Television may be, as one enthusiastic teacher says, "the greatest classroom aid since the invention of the blackboard," but for most educators it has one serious drawback: rigid and centralized broadcasting systems don't have the flexibility to cater to the vagaries of individualized timetables.

"Channel 19 broadcasts some great programs on Shakespeare," complains a Toronto English teacher, "but they always seem to

do it while all my students are studying algebra."

Videotape recording and playback devices are helping to solve that problem, but a group of five Ottawa schools has been experimenting with something even better. Called "information retrieval television," the program permits teachers in the 150 classrooms plugged into the system to pick up a telephone, request any one of more than 1,000 films or videotapes in a central library, and watch the program of her choice on the classroom television set. The programs are distributed over a cable system, and while the library would prefer 24 hours notice, in some cases the requested program can be on the classroom screen 60 seconds after the teacher hangs up the phone.

The system provides virtually instant access to the world of film; more important, it lets the teacher decide what will be shown, and when, a situation one Ottawa administrator describes as "utopic." Not surprisingly, teachers and students involved in the program are almost unanimous in their enthusiastic approval of IRTV. Unfortunately, it may be too utopic to last.

IRTV began in January 1969 as a two-year pilot project involving the Ottawa Public School Board, the Ottawa Collegiate Institute Board and Bell Canada, which devised the system and agreed to provide, free of charge, all the necessary "hardware" — seven movie projectors, three videotape units, and the telephone lines that carry the programs into the schools.

The Ottawa boards, at a projected cost of \$492,000, provided the "software" — filmed and videotaped programs — and the salaries for the people to run the system.

That pilot project ended last June, and IRTV has been discontinued; but if the program is lagging, it is far from dead. Bell Canada, which is now interested in IRTV as a commercial venture, is preparing a submission for the Ottawa boards on the cost of extending the service to 18 schools. Ottawa officials are talking of "diluting" the program by sharing one television set between three classrooms — a sensible cost-paring proposal, since the system was "flooded" with receivers initially to encourage teachers to make maximum use of IRTV.

(They needed little encouragement; about 3,500 students were involved in the program last year, and the system averaged more than 60 programs a day.)

And interest in IRTV may well revive early in the new year, when the Ontario Institute for Studies in Education releases the results of a two-year assessment of the project. That study should show what students learned — and how well they learned it — from what they call in Ottawa "dial-a-lesson: the last word in electronic blackboards."





## The ETV controversy: Ran Ide, man in the middle

On September 27, 1970, the first full-time educational television station in Canada went on the air. CICA-TV, Channel 19, was born in near-chaos (a technical fault almost prevented the station from beginning on time, and it went on the air for the first time at only half strength) and has lived since in a storm of controversy. Its critics are many and vocal.

They say that the station is run by the Ontario Educational Communications Authority, which is responsible for educational broadcasting all over the province, but Channel 19's 15-hours a day of programming is only available in the "Golden Horseshoe" of southern Ontario; outside that broadcast area, most parts of the province get by with a maximum of two hours of programs a day.

Only 35 per cent of the television sets inside its broadcast area can receive Channel 19, either by cable or with an expensive ultra-high frequency converter, and only six per cent of the total audience regularly tunes in. More people watch educational television from Buffalo than the home-grown product, and the Toronto television critics have been unkind: "Channel 19 has been weighed in the balance," one wrote, "and found dull."

Fully one-third of the \$5,600,000 OECA spends each year for programming is spent on in-school programs, but teachers com-

plain that rigid schedules prevent them from using the programs, and educators generally are sharply divided about the benefits of educational television.

Balanced against these criticisms is the phenomenal increase in the use of OECA programs in schools — there were 15,000,000 in-school "viewings" last year — and the bushels of awards for excellence that OECA programs win with monotonous regularity. OECA programs consistently sweep *all* the major categories in the Ohio State competitions, the academy awards of educational broadcasting, and, this year, an OECA program called "Belonging" won the prestigious "Golden Hugo" award at the Chicago International Film Festival, in competition with the best television shows produced by major international networks like the BBC or NBC. It is the first time *any* Canadian television program has been so honored.

The man at the centre of the controversy that swirls around the OECA is Ranald Ide, who started his career as a teacher in Thunder Bay, and is now the \$30,000-a-year head of an organization responsible for spending \$10,800,000 this year. *Dimensions* asked assistant editor Bill Dampier to interview Mr. Ide; excerpts from their conversation follow:

*Dimensions:* What is your budget this year, and can you give us some idea of how it is used?

*Mr. Ide:* Well, our budget this year is \$10,800,000. That's for everything, it includes space, salaries, operation of Channel 19, the production of programs, that sort of thing.

One of the major problems we have is that most people think of OECA as simply the organization that operates Channel 19. Channel 19 is perhaps the most visible of the various projects we undertake, but it is only one aspect of our operations, and it does not take the major share of our budget. The amount we spend to operate the transmitter is something like \$120,000 or \$130,000 a year, and in comparison to that we spend \$5,600,000 on programming and the creation of programs.

The big cost is in the production of programs, and regardless of how you distribute them, that 5.6 million will still have to be spent. Broadcasting is by far the cheapest method of getting information from one point to another. Nothing is cheaper than air. To do it by sending out video-tapes to

cable companies would cost six times as much.

*Dimensions:* Would other methods of distribution be more flexible?

*Mr. Ide:* There's slightly more flexibility if you use cable. But on the other hand cable, because it costs something to the subscriber, is really only available to the higher socio-economic group, and one of our objectives is to provide more equal educational opportunities than presently exist. It's very difficult to get the programming out to the people who may need it most.

*Dimensions:* What about the difficulties in getting your signal into the schools. Do you now have the penetration into schools that you would like to have?

*Mr. Ide:* About 82 or 83 per cent of the schools across the province have at least one television set, and the average number of television sets per school is about three for elementary schools and about five or six for secondary schools.

The audience of course has risen dramatically since 1966 when we began our first programs. Last year we counted over 15,000,000 viewings in schools for ETV programs. From almost zero to 15,000,000. I think it is a phenomenal increase.

*Dimensions:* Is there any difference in use between elementary and secondary schools? Does one group use it more than the other?

*Mr. Ide:* The elementary schools are relatively large users of television programs, and the secondary schools are relatively small users. I think this is because classes have fewer scheduling problems at the elementary level. In the secondary schools, if you broadcast a math program at say 10:40 in the morning, the chances of having a student taking math at that time are probably in the neighborhood of 1 to 40.

On the other hand, we've had the *largest increase* in the use of ETV programs at the secondary level. I think the increase at the elementary level was something between 15 and 20 per cent of last year. The increase in secondary schools was somewhere around 40 to 45 per cent. The average increase was 31 per cent.

One of the reasons the secondary schools are now increasing their use of the programs is because of the cheaper video-tape recorders that have come on the market.

*Dimensions:* I was going to ask about this. One of the major criticisms teachers have of ETV is the necessity for rigid program schedules. You have to watch the programs at a specific time, whether it fits your timetable or not. Is that situation going to change radically as video-tape recording devices become more common?

*Mr. Ide:* I say it's going to improve. I don't know whether it will change radically, but it's certainly going to improve. About 65 per cent of all secondary schools now have video-tape recorders and playback machines, which accounts for the increase in use at the secondary level. Certainly somehow or another we are going to have to solve the accessibility problem, and certain steps have been made to do that. For example, the London Board of Education installed its own system a couple of years ago, and they are broadcasting on four channels.

*Dimensions:* Is it a system that permits them to pick up a signal from Channel 19 in Toronto and re-broadcast it to the schools?



*Mr. Ide:* Well, they can't pick it up from Toronto yet. They pick it up from the local television stations — we broadcast about two hours a day that way — and they pick up the signal and video-tape the programs at one central area. Then they catalogue them, and the teachers consult the catalogue and request such-and-such a program at such-and-such a time. The people at the head-end of the system fill as many requests as they can, and then tell the teachers when the show will be broadcast over one of their four channels. It's been very successful. They have been able to answer between 1,500 and 2,000 requests a month. They can't answer all the requests with four channels, so they are trying to acquire four more channels.

*Dimensions:* How do you get your programs out beyond the Channel 19 viewing area? That covers roughly the 'golden horseshoe' in southern Ontario and north about as far as Newmarket.

*Mr. Ide:* We are broadcasting on two networks. One is the French-language CBC network which originates in Ottawa and goes up around Timmins and the North Bay area. I think there are eight stations on that network, and we're broadcasting one hour a day of French-language programs via commercial stations in those areas.

Then there is another network which consists of all the CBC affiliates and their satellites, and some of the independent stations. There are 47 transmitters in this network and we broadcast about two hours a day. The feed originates here in Toronto. Everybody in the province has access to at least two hours a day of our programs.

*Dimensions:* Would you like to see more than that?

*Mr. Ide:* Oh, absolutely. What it really means in effect is that the schools outside this 'golden horseshoe' area are getting only

about 40 per cent of the programs that are available.

*Dimensions:* There was a proposal to build five more transmitters across the province to form a physical network of ETV transmitters. Has that project been shelved?

*Mr. Ide:* No. We're still going ahead with that program. We hoped to have a station in Ottawa, but financial restrictions in the past year forced us to defer it. However, we did make application a little over a month ago for two re-broadcasting units, one near London and another in the Kingston area. With a little amplification they would be within range of the Channel 19 signal, so they could simply re-broadcast it. And they would be very cheap; our estimate was something less than \$100,000 a year for this service, and this could be done within the budget that was available to us.

Now to establish the station in Ottawa would cost us about \$500,000 a year, and we just didn't have the money, but we're hopeful that we'll get the money next year and be able to go ahead with it.

*Dimensions:* When this separate ETV network is complete, will the programming originate from Channel 19, or would some programs originate with the other stations?



*Mr. Ide:* I would think there will be a certain number of re-broadcast transmitters, they are cheap. But on the other hand, our concept was to have five regional stations which would have a fair degree of autonomy. In the five regions we eventually foresee a mix between the programs that are centrally produced and programs that are regionally produced.

*Dimensions:* So there will be additional production facilities established. How do you decide what gets broadcast? How do you decide what subjects should be treated for the in-school broadcasts?

*Mr. Ide:* We have a program planning committee and we work closely with the Department of Education in deciding what areas of the curriculum are most appropriate for television. We also have a number of committees of teachers from various parts of the province. I think there were 471 teachers involved last year. They make recommendations on what the subject matter should be, what the content of the program should be and the pedagogy that should be applied. Then we take these program proposals, and naturally there are far more than we can accommodate, and assign them priorities.

*Dimensions:* OECA programs always seem to win a lot of the educational TV awards but do they also teach people things, do people learn from them?



*Mr. Ide:* Well, I think it obviously teaches people something. It's very difficult to give a qualitative or a quantitative answer to your question. You might say the same thing to me about conventional methods; can you prove to me that people learn from going to schools?

And you can say 'yes, obviously they must learn from going to school because they're taught, and examinations are set, and people succeed in passing those examinations.'

But in terms of the question: 'has this produced educated people for our society?' anyone, even the most ardent supporter of the existing school system would not be able to give you statistical evidence that yes, we now have a society of people who are knowledgeable, who are critical in their intelligence, who are sensitive to the needs of others.

So we have surveys and research studies and submissions from teachers; we have had consultants go into classes and turn on a tape recorder and simply listen to classroom discussions, and all the evidence indicates that people do learn effectively from television. In the U.S. for example there have been some 300 studies undertaken to determine if television can teach. All of these studies indicate that television can teach at least as effectively as other media, including teachers.

I'm sure that TV can teach. I'm sure that all these surveys mean something. But I'm sure we could do a tremendous amount more. I don't think we've begun to examine the *quality* of learning in any way. I mean it's such a difficult thing to get hold of. How do you measure it? But there's all kinds of statistics to prove that television can teach effectively.

*Dimensions:* Is it more expensive than conventional methods of teaching? Educational television — and radio as well — has traditionally been used first and perhaps most effectively in under-developed countries, where there isn't a well-organized, well-operated system of public education, and where broadcasting has served as a sort of cheap teacher-substitute. Obviously it doesn't serve that function in Ontario; so what function does it serve?

*Mr. Ide:* Well, I would agree that that isn't the case in Ontario, but think of an analogy like the book. Here in Ontario we have a

sophisticated educational system, probably one of the best educational systems in the world. But we wouldn't want to say that because we have good teachers and fine schools, we don't need books.

Just because we have excellent teachers and a good supply of books doesn't mean that we shouldn't use television as a method of instruction.

*Dimensions:* Then you see television as a method of enriching the curriculum?

*Mr. Ide:* I would say it's a method of complementing the curriculum, in the same sense that a book complements the curriculum. There are certain books that complement the curriculum, there are certain other forms of print material that provide the sole means of instruction, like the programmed learning systems.

The same applies to television. I'm sure we have a number of programs which are purely of an enrichment nature. On the other hand we have programs like our biology series, which is primarily an instructional tool, and can do the instruction almost single-handedly.

*Dimensions:* The National Association of Educational Broadcasters in the United States commissioned a survey of all the research done there on educational television, and one of the findings was that ETV seems to work most effectively "when it tries to solve some stubborn basic problem, or to bring about some fundamental change." What stubborn basic problem is the OECA trying to solve in Ontario, and what fundamental change is it trying to bring about?

*Mr. Ide:* I don't agree with the NAEB. That might have been true at one time, it might have been applicable five or six years ago, but I don't think it is now. While the NAEB has done a great deal for ETV, and while they have between 200 and 250 television stations, they really haven't produced many good television programs for schools. That's one of the reasons we can go down to Ohio State and win *all* the major awards year after year.

I hope that we're going into things in a much better way than what they're doing in the United States, on the average. I think that what we need to do is develop a new kind of literacy. People in schools are taught to read and write, people in schools are *not* taught how to communicate through the visual media.

If I can make a parallel, it's almost as if people in schools were taught to read but not write. They have the reception capacity, but not the origination capacity. Because of that, production of this kind of material is largely in the hands of a very few and there is a tendency to build up a mystique about

it. Only the so-called talented few are admitted into this sort of club. The average citizen, the average student, can watch what these people produce for them, but they can't create for themselves. I think we need to change that. We have a room downstairs where students are invited to come in and use inexpensive camera and video-tape recorders, and our hope is that they'll learn something about the art of communicating through the use of television.

We have a van equipped with the same kind of equipment, and it goes around from community to community putting on courses for teachers and students. And the thing is so popular now it's booked up almost a year in advance.

*Dimensions:* You're starting to teach people to 'write' in your new literacy.

*Mr. Ide:* That's right.

*Dimensions:* Is that being accomplished at the expense of the old literacy? When you talk of teaching new means of communicating, are you doing that at the expense of teaching people to read and write?

*Mr. Ide:* I would hope not. I don't think that any medium replaces other media. When Gutenberg invented movable type, it didn't replace conversation.

People still learn, in classrooms and university lecture halls, from aural communications. But the book certainly added a completely new dimension to the learning experience, and as a result the whole fabric of society was changed. Television is doing the same thing. I don't think we have come to the time yet where we can say that we have developed this new literacy. But I think we have to work towards it. And as we are able to achieve it, people will be able to use television to get their ideas across.

*Dimensions:* These sound like programs that attempt to reach people's attitudes, and it's often been noted that the real impact of television is at the 'gut level' of knowledge, at the level of emotional awareness. Can it also be used to teach skills? Can it teach people to read and write, to add, subtract, multiply and divide?

*Mr. Ide:* I suppose the best example is Sesame Street. Sesame Street was carefully researched for a year. It was adequately funded. They were given \$8,000,000 to produce 126 programs, more than our entire production budget for this year. And it was very well done. Harvard University did a study comparing children who had seen a year of Sesame Street with children who hadn't, and they found the programs were extremely effective. The children learned to count, they learned their ABC's, and it improved their perceptual abilities. So there's no question TV can be used for training purposes. It works.

# New techniques for teaching the deaf

by Jane Nugent

Media has long been used in deaf education, namely hearing aids, pictures, films, slides, models and overhead projection, but though television has been part of the provincial education system for some time, it is only within the last 18 months, or even less, that this medium has been developed exclusively for deaf students.

Work in this field has been going on quietly but very effectively at the Teacher Education Centre at the Ontario School for the Deaf in Belleville.

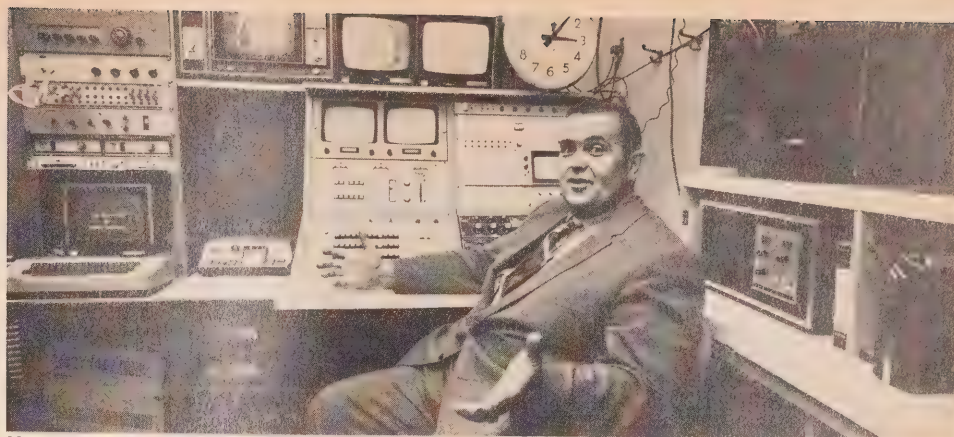
The media centre, headed by Dr. John Boyd, Principal of the Teacher Education Centre and Mr. Elgin Vader, Teacher Education Specialist in media, have been working with a limited budget and an even smaller staff. However some of the "shoe-string" results rival those that have cost other countries thousands of dollars to achieve.

In some ways the most exciting part of the whole project has been experimenting and overcoming seemingly insurmountable obstacles," commented Mr. Vader. "If we are asked to do something we never say no. Maybe it will take us six months or a year, maybe we won't be able to help after all, but you can be sure we will have had a good try."

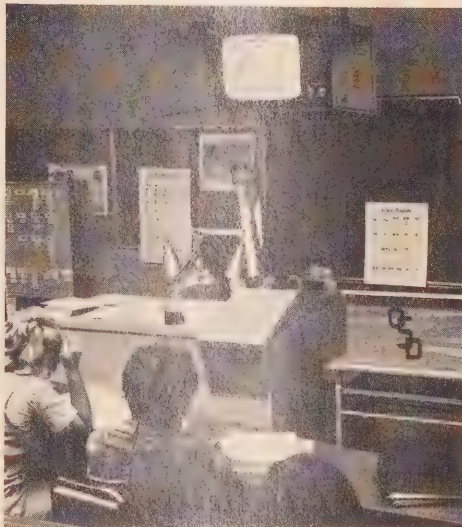
The media centre came into existence, on paper at least, in 1967. However it was not fully operational until approximately 18 months ago, and as Dr. Boyd says: "We are still on the threshold."

At the beginning we were simply looking to the possibilities of using television as a medium in deaf education," said Dr. Boyd. "We talked to the ETV people and soon discovered they couldn't help us with some of the things we wanted to do. So the only alternative was to do them ourselves."

It was envisaged a staff of about eight would be required to run the media centre properly. As it is at the moment, there is one technician and Mr. Vader, who has to fit in his work at the centre between lectures at the O.S.D. Dr. Boyd is hoping to be able to engage more staff next spring.



Mr. Vader in the media centre



Dr. Boyd with students in the Teacher Education Centre

Throughout, the main emphasis is on quality and both Dr. Boyd and Mr. Vader are determined that results will not suffer as the result of the small budget.

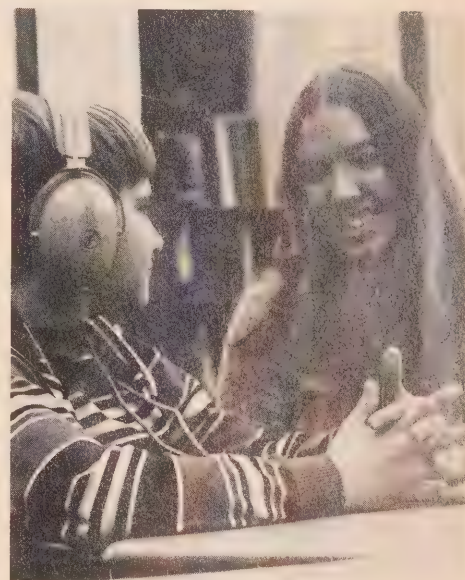
"We want really professional work," said Dr. Boyd. "You have to remember that standards have to be even higher when produced for a deaf person. This is because their eye-sight is of such importance. Consequently when we are captioning films or slides for instance, we are constantly considering the conservation of eye-sight."

In fact a captioning system developed by Mr. Vader is one of the achievements of which the centre is most proud.

But again, this is merely a beginning because though television is such an ideal medium for the deaf, it is not quite as simple as just adding a caption.

Mr. Vader said that when a hearing person sees a film or a picture, he immediately conjures up a picture in his mind. A deaf person will not see it in the same way at all.

"Captioning a film in the way foreign movies have sub-titles is not at all satisfactory," said Mr. Vader. "I have to try and look at a particular slide for instance, see it



through the eyes of a deaf person and caption it accordingly."

This is probably one of the reasons why Sesame Street was not particularly successful with the Belleville children.

Dr. Boyd explained that as part of their experiments, episodes of the program were shown on closed-circuit television.

"We had some small success with it," he said, "and though parts were of value, we discovered that the fact so many puppets, which of course deaf children cannot lip read, are used meant that it failed to hold the children's interest."

To date the centre has produced a surprisingly large amount of material much of which is used at Belleville of course. However they have also worked for the O.S.D. at Milton, various adult education programs and the Teacher Education Centre.

Television is being used extensively in teacher training where Dr. Boyd feels it is of the utmost importance.

"Television is not a teacher replacement," he said, "and it's vital that new teachers fully realize this and learn how to use the media properly and most effectively as a teaching aid."

## ETV in Ontario:

The age of television has finally come to isolated schools throughout northwestern Ontario's vast expanse of muskeg and jackpine.

Until this year, many schools — often located in bush clearings accessible only by air or water — relied on shortwave radio as their only link to the outside world.

Now, a project jointly established by the Ontario Educational Communications Authority and the Department of Education will bring educational television programs to more than 700 students in 19 schools. It's called the Northern Corps and Isolated Schools Video Tape Recorder Project, and its significance ranges far beyond the scope of the initial one-year program.

During 1971-72, viewing fare will consist of programs from O.E.C.A.'s Toronto facilities along with productions originating at the Department's region 1 office in Thunder Bay. Each school will be supplied with a videotape playback unit, tapes, and a television receiver.

For some students, this plan will enable them to catch their first glimpse of a TV screen—a phenomenon southern Ontarians have long taken for granted.

"They won't just be passive spectators, however," says Bill Hyder, a region 1 program consultant in learning materials whose pioneering spirit and experimentation played a large part in making the project a reality.

"We hope to involve teachers, students, and residents in communities served by the schools in producing their own shows, so we can learn about their world while they are discovering ours," Mr. Hyder explains.

"It's a two-way street."

Does this seem an impossible goal for people just becoming acquainted with a new medium? Not if it already *has* been accomplished with considerable success, and not if you are Bill Hyder, accustomed to dealing with an area larger than the entire province of Saskatchewan.

In February, 1969 — scarcely an inviting season in the north — Dal Brodhead, a program consultant with the Department's Youth and Recreation branch, took bulky one-inch VTR units and tapes to Sandy Lake and Auden, two hinterland Indian communities.

There, Mr. Brodhead, now president of the Company of Young Canadians, showed residents how to record their own activities. Most of them had never seen television yet they produced programs accurately reflecting life in the north.

"Dal showed these tapes to me and asked if there was any way we could provide a television service for these people," Mr. Hyder recalls, in explaining how he launched a pilot project in October, 1969, which served five isolated areas.

Schools at Savant Lake, Pickle Crow, Alanwater, Ferland and Auden were chosen for the experiment. All of them were remote. The students were mostly Indian and Metis, experts in feeling the effects of isolation and racial prejudice — and anxious to learn what society had to offer them.

Teachers at the schools, usually husband and wife teams, welcomed Mr. Hyder and his crew of technicians as an invaluable aid in showing their classes how southern Canadians live, work, and play. Being able to see concepts and ideas in action on a TV screen helped overcome language (most students spoke English as a second language) and cultural barriers.

The crew often had to overcome such adverse weather hazards as blowing snow and bitterly cold temperatures to get the equipment to the schools. By air, water, and

## Taking television to the northland

by Lloyd Landa

transporting by land, the system was set up — to the delight of both students and teachers, who watched a total of 150 ETV programs during the 1969-70 school term.

In many instances, schools requested several repeat showings of productions such as *The Snow From Eskasoni*, *The Voyage of the Snark*, and *Apollo moon missions*.

"The kids are great sports fans. I remember that at all schools would watch the same National Hockey League game on videotape at least ten times," Mr. Hyder smiles.

At the school year's end, several teachers wrote him to support the program.

Harry Bowers, who taught at Auden Public School, said "the coming of ETV equipment to schools in remote areas is the best result so far of progress made in education."

My wife, who teaches in the primary grades, and I have discovered through the films we've received for ETV viewing that our children have gained almost immeasurably in 'experience' and vocabulary," the teacher continued.

For me, it is most amazing the number of words the children — who speak English as a second language — learn in the course of a television program."

Mr. Bowers have been transferred to Honey Harbour for the 1971-72 school term, and

they're setting up a system of videotape exchanges between Auden and Honey Harbour so students can peer — via TV — into each other's social backgrounds.

Robert Cotey, principal at Savant Lake Secondary School, wrote that "in an isolated community such as Savant Lake where there is very little or no television reception...VTR became a fascinating educational aid to the children. Many who had never before seen a television set were now able to see programs especially designed to help them learn."

Armed with endorsements such as these and his own visceral feeling about the project's success, Mr. Hyder approached both the Ontario Educational Communications Authority and the Department to obtain an extension for the experiment.

After several meetings with O.E.C.A., and Department officials, the Video Tape Recorder Project was approved in August, and expanded to include 19 isolated schools.

The program's cost over the first year will be borne by the O.E.C.A., who are supplying lightweight one-half inch VTR units to the schools.

"I'm really happy about that," says Mr. Hyder, "because the old one-inch units weighed 90 lbs. These 43-lb outfits are much easier to transport."

Dr. Lewis Miller, director, O.E.C.A. programming branch, says a committee of teachers from all schools covered by the project would meet in Toronto during October to select programs for viewing this year.

At the school year's end, the operation will be assessed by both the O.E.C.A. and the Department, and if the program is continued, the Department will assume the costs.

An optimistic Bill Hyder, who says he "can't see any obstacles to the project's success", was already making plans to get all equipment into the schools before freeze-up in November.

"It's rather ironic. We're using modern electronics and equipment, yet we have to rely on some of the oldest means known to man to transport it to the communities, including canoes and portages."

Within the next few years, however, a Canadian communications satellite perched above the Equator will beam signals directly to the schools. Until then, Bill Hyder's crew will brave the elements to link Ontario's isolated communities together in a television system.

# Moonvigil: Learning that looks like play

by Bill Dampier

One of the great uses of television, according to those who know most about it, lies in its power to form and alter attitudes; it is simply the most forceful medium of persuasion yet invented. That power to motivate and mould an audience was unleashed last month as students across the province took part in an elaborate and expensive simulation game called Moonvigil.

Television has been an educational device since its invention, although it has only recently been recognized as such; simulation games, a technique of covert instruction that leads students to learn by letting them think they are playing, has been used as long as teachers have been teaching. The kindergarten class that learns to count by playing store is one example; the U.S. teacher who brought home to her students the psychological impact of racial segregation by dividing her class into "superior" and "inferior" groups based on the color of their eyes played a more sophisticated game.

Neither of those examples matches the sophistication and potential impact of Moonvigil, which combines the two techniques — simulation game and television — for the first time. The game is intended to teach students in grades 5 to 9 about institutions — a word that is never mentioned in the game or the classroom 'debriefings' that follow it. As Rob Nelson, who originated the project almost two years ago, says: "We wanted children to identify the process whereby institutions are developed in response to needs, the interaction between two institutions or between institutions and individuals." Moonvigil is also intended to help students develop the critical faculty that will enable them to identify and assess what it is that institutions do — or fail to do. It can be a useful exercise for children whose lives are almost completely dominated by two familiar institutions, the family and the school.

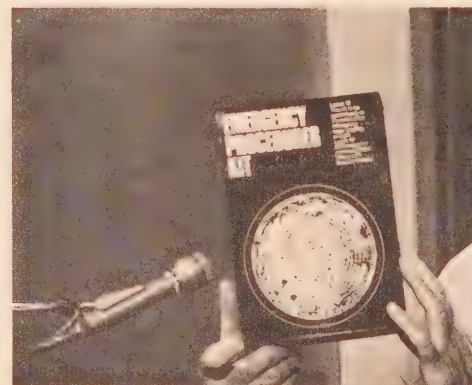
This could be complex and difficult material to teach to grade 7 students; the televised simulation game technique can handle it easily. The stimulus for the game is a series of eight five-minute broadcasts that imitate a



Warden Avenue Public School grade 7 students testing Operation Moonvigil



Crew of Skylab Five



Mission Control announcer, Gerald Parks

moon shot. The students are cast as scientists who have been stranded in the Copernicus Crater on the moon in their space vessel, Lunex 12. They get their instructions each day via mission control, programmed through a computer with a sense of humor named Loopie. (Sample one-liner: "What do the crater say to the meteorite?" Answer: "You depress me.") After seven days stranded on the moon, complete with tension-building devices like a malfunction in the computer and rumors of a strange space fleet approaching, the Lunex 12 scientists are rescued, and go through an intensive, three-day "debriefing" that is reinforced by the final telecast, a news conference presided over by TV personality Warner Troyer and television newsman Norman De Poe.

The televised segments are slick, exciting, and obviously expensive; it took four and a half weeks to tape the eight segments, using the facilities of the CBC studios in Toronto and a large crew of professional actors. But the key to Moonvigil is a carefully planned kit of survival materials and emergency procedures that sells for \$19.50. (The kit cost \$25 to produce; the OECA subsidizes the balance.) The game can't be played without the kit; it contains the decoding devices that enable the students to receive messages from Loopie the computer, and the emergency supplies that lend realism to the game. One kit is needed for each class of 30 students.

The joker in this deck of space-age teaching aids is that the game situations force students to establish institutions to ensure their survival; and the essential ingredient to the success of the game is the debriefing sessions which are used to lead the students to analyze the institutions they have created.

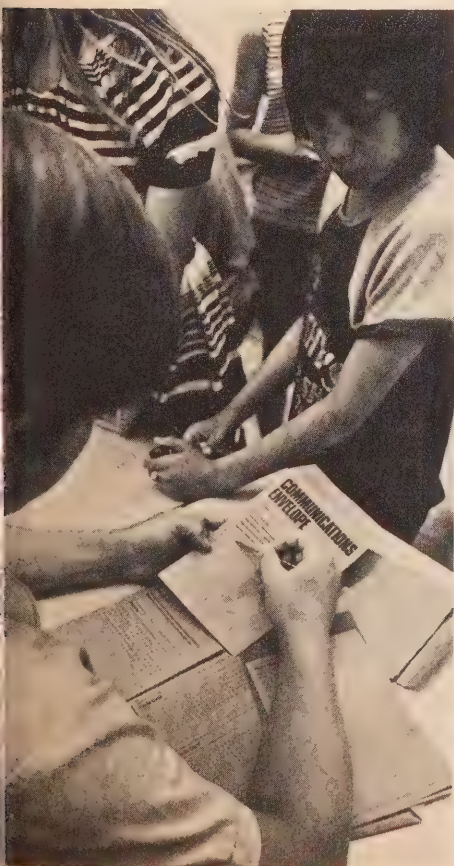
"If the teachers stop with the end of Moonvigil, I'll just die," says Rob Nelson, the game's creator. "That's just the beginning. They stop there, they won't learn anything."

One of the things teachers had to learn before Moonvigil started was simulation game techniques. "Teachers just can't get much value from the game without simulation experience," Nelson says, and he and

Department of Education program consultants held a series of workshops across the province to familiarize teachers with Moonvigil.

Despite their efforts, the number of classes using the game is small. Nelson estimated fewer than 7,000 students would see the first series of telecasts which began November 15, a small audience for a program that cost \$186,000 to produce. But he expects a larger audience for each of the subsequent broadcasts, on January 10, and April 17. The programs are also available on videotape, and replacement survival kits are available which would permit it to be re-used indefinitely. Nelson calculates that Moonvigil has an effective lifespan of no more than three years. "After that the material is just too dated," he says.

Some doubt also exists about the effectiveness of Moonvigil — and sophisticated simulation games generally — as a teaching device. Preliminary testing in three Ontario schools shows clearly that Moonvigil *can* work, and improvements were made in the final telecast version on the basis of those tests to make it work better. But final results will have to wait for evaluation of tests with the much wider sample available from the November broadcast. Those results should be available early in the new year, and hopefully in time for inclusion in the February issue of *Dimensions*. As they say in television, tune in then for more of the exciting saga of Moonvigil.



With appreciation I have read the article **PIONEER PROGRAM TRAINING INDIANS** which appeared in the September issue of your magazine, under the heading "TEACHER AIDES".

We at Centennial College of Applied Arts and Technology believe however, that it would be of great interest to your readers and the public in general to know the dimensions of the pioneering work are far greater than your single article indicates. Not only are the Canadian Indians involved, but even the Eskimo people of the Arctic.

In 1969, a nation-wide conference sponsored by the Department of Indian Affairs and Northern Development was held in Winnipeg, Manitoba. The objective was to set up a Teacher Aide program involving Indians, and at a later date, Eskimos, to assist the white teacher on the reserve.

These aides would be directly involved in assisting in nursery schools, kindergartens, and primary grade classrooms.

To initiate this gigantic program, the universities of British Columbia and the Prairie Provinces were involved. Assigned with the responsibilities in connection with the program for Ontario, Quebec and the Maritimes was Mrs. Marjorie Warburton, Chairman of Early Childhood Education, and her staff; Mrs. Warburton was assigned as the co-ordinator of the program.

In August, 1969, 26 Indians from Ontario, Quebec and the Maritimes, chosen by their bands, completed a Teacher Aide's program. Kindergarten teachers from the reserves joined their aides at the College during the last week of instruction.

This Pilot Project was so successful that a second program was offered in June of this year. Approximately 46 Indians and Eskimos were enrolled, some returning from the earlier program for further training.

A Certificate of Attendance was issued by Centennial College, on successful completion of the Program.

While in Toronto, students resided at

Glendon Campus of York University. Arrangements were made for visits to Ontario Place, Pioneer Village, the Art Gallery and Ontario Museum in Toronto and to Niagara Falls. Many of the students had never visited a city and were awed and fascinated by our urban development.

The Course Outline included Orientation to Nursery School Education, Interpersonal Relationships, Child Study, Techniques of Teaching, Active Games and Songs, Art, Equipment and Use, Child Development, Language Arts, Audio Visual Techniques, Remedial Reading (for those involved in working in this area), Indian Folklore, Indian Language and Practice Teaching.

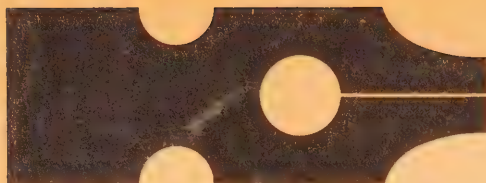
In Field Practice, students were scheduled in our Demonstration Nursery School at Centennial College, cooperative and day nurseries, and junior and senior kindergartens in the Scarborough area.

One of the main objectives of both programs was to encourage students to function as a liaison between classroom teachers and the Indian children, as a language barrier still exists on some reserves. The cultural inheritance of a nation expresses itself in its native language. This was emphasized by stressing the importance of teaching the Indian and Eskimo heritage through continual use of native tongues.

In 1969, a book of legends compiled by the students was published in English. This year it has been translated into both Cree and Ojibway Syllabics.

Further participation in advance programs for those students who completed the introductory courses given at Centennial College is the expressed hope of the Department of Indian Affairs and Northern Development.

A. R. Develin,  
Dean,  
Continuing Education Division  
Centennial College of Applied Arts and Technology.



continued

Thank you for the opportunity to communicate with educators through the medium of *New Dimensions*, September, 1971 issue.

I must continue, however, in company with my students, to express a genuine concern. This concern is simply whether or not the educators in Ontario are prepared to confront realistically the fact that there are paraprofessionals being trained in our colleges to become employees of the educational system.

Mr. Dampier has made two particularly important comments. The role of the paraprofessional is difficult to define. The training of paid paraprofessionals may indeed be "prophetic". I must, however, re-emphasize that the scope of concern about paraprofessionals has been given the time and talent of a much broader spectrum of the educational system in Ontario than your issue even begins to suggest.

To name only a *few* more of the concerned groups in Ontario:

The Ontario Teachers' Federation published a survey (Spring, 1971) outlining the use and role of paraprofessionals in Ontario schools. The Federation has also established Educational Resource Techniques committees in each of its districts. These committees have been actively involved in suggesting concerns and controls for the development of paraprofessional programs in Colleges of Applied Arts and Technology. Professor Brady, of O.C.E., is quoted as saying that the O.C.E. course "should become the model for training paraprofessionals (for education) of all kinds".

The O.I.S.E. Regional Office in St. Catharines, under the leadership of Dr. Floyd Robinson, is researching the activities of volunteers in schools, including at least one school where both paraprofessionals and volunteers are used simultaneously. The Applied Arts Branch, Ontario Department of Education, is currently involved in establishing a fact-finding committee to determine the climate surrounding the use and training of paraprofessionals. We, at Niagara College, are presently in our fourth year of effort specifically directed at developing a viable training program for paraprofessionals.

Training programs for paraprofessionals have waxed and waned since the late 1800's. We believe that education in the 1970's demands the complementary skills of paraprofessionals.

The confusion among us is evident as you read of individuals called paraprofessional

counsellors, teachers' aides, assistants, paraprofessionals, volunteer aides, adult aides, social counsellors and educational resource technicians, all within this one issue of *New Dimensions*. Graduates of college programs will be seeking employment again in 1972. Surely the time is past due when the right and left hands of education in Ontario should become concerned with the total role of education, face the growing need for trained technical assistance and, at least, make a concerted effort to respond in an enlightened and practical way to the needs of education and to the needs of graduates from paraprofessional training programs.

Mrs. C. K. Hilyer,  
Program Co-ordinator,  
Educational Resource Techniques,  
Niagara College of Applied Arts and  
Technology.

Let me congratulate Mrs. Hilyer on her concerned letter to the editor. I concur with her opinion that we must recognise by hiring the much needed paraprofessionals who will graduate from such programs as their's and our own.

I was aware that Niagara College had this excellent program although I am pleased to receive their brochure. I was sorry that they have suffered offence as a result of inadequate publicity for their program. My own remarks quoted by Mr. Dampier were in no way meant to slight their worthwhile efforts. Rather, I had hoped to draw further attention to this pressing educational need which they and we are attempting to fill.

I personally believe that the battle for paraprofessional aides is nearly won. The growing concern for humanization of the teaching process can come about only when we increase the number of persons capable of interacting with the students. Interpersonalization will be accomplished only to the degree that these and other resource personnel are plentiful enough to help students and teachers achieve their individual educational goals.

The reason for my suggesting our Social Counsellor Education Program as a paradigm is that, unlike Niagara's highly specialized two-year course, ours has a core curriculum needed by everyone who intends working in an educational setting. Our emphasis on communications, interpersonal relations and understanding of social structures and

minority groups is essential to the understanding of Canada's multi-ethnic communities.

Our curriculum, however, is flexible enough to allow for considerable specialization to meet the needs of persons who might wish to become volunteer or paid nursery and child-care managers, teacher-aides, counsellor aides, resource technicians, audio-visual technicians, vocational shop assistants, Band Council administrators, community recreation leaders, nursing assistants, court workers, civil servants, advertising and sales executives, business research assistants, etc. In short, it is meant to be beneficial to the entire community by training personnel to provide supportive services wherever they are needed.

Its special feature is that it allows any person irrespective of age or ethnic background to continue his education on either a part- or full-time basis. It is not simply a prolongation of schooling at a post-secondary level for those who do not attend University or who do not intend to join the work force. The program which I envisage is designed to meet the needs of new and native Canadians and of adults or anyone else interested in Continuing Education. I feel that our program can accommodate both professional and paraprofessional interests in the 70s.

Daniel B. Brady, Director,  
Social Counsellor  
Education Program,  
The College of Education,  
University of Toronto.

# new dimensions

unstructured school

see page 8

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# THIS MONTH

Position Paper

In Reply — to the October paper

The story of three little squirrels

MAGU: The unstructured school

Gourmets in the making

Ronnie Sturby: The pride of grade 5

Students study curriculum

Science at King City

Basketball at St. Michael's

The largest show in the world

Recent and Relevant

# Position paper

## Proposed changes in the Certification of Vocational and Occupational Teachers in Ontario



Each month *Dimensions* presents a "position paper" prepared by officials of the Department of Education on topics of interest and importance. It is hoped that through this device, and the reaction it generates the Department can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The document that appears in this edition is on the proposed changes in the certification of vocational and occupational teachers in Ontario.

### Introduction

At the present time, there are two kinds of basic certificates for the teachers of practical subjects in Ontario with over 50 different subject designations involved.

The first is the *Interim Occupational Type B Certificate* which qualifies a person to teach occupations (practical subjects) in a special vocational or a composite secondary school. This certificate is normally granted to those candidates who have a minimum of seven years of industrial experience in any three approved trade or service areas and who successfully complete a one-year course at the faculties or colleges of education.

The second is the *Interim Vocational Type B Certificate* which qualifies a person to teach technical subjects in vocational, technical, or composite secondary schools. This certificate is normally granted to those candidates who have a minimum of seven years of diversified industrial experience in a specific trade and who successfully complete a one-year course at the faculties or colleges of education.

For the holders of occupational or vocational basic certificates there is a subsequent level of teaching certificate (Type A) granted following successful completion of a specified two-summer program.

As a new all-inclusive certificate is under consideration for the teachers of academic subjects (*New Dimensions*, October 1971), it is suggested that consideration should also be given to an "Ontario Teacher's Certificate (Technological Studies)" as the basic certificate for practical subject teachers.

The need for a change in teacher preparation and the merits of amalgamating certification for occupations and technical teachers seem appropriate in view of the commonality in their teaching role, the new directions in technological courses, and the implications in H.S.1 for students.

Occupational courses are stepping-stones to secondary school graduation, and single subject specialization is no longer the only goal for students taking these courses. A

As indicated, the Department will welcome comments from all interested persons about these proposals. Letters dealing with the matter should be addressed to:  
The Deputy Minister,  
Ontario Department of Education,  
Mowat Block,  
Queen's Park,  
P.O. Box 560,  
Postal Station F.,  
Toronto 182.  
and marked—Vocational and Occupational Teacher Certification.

greater breadth of background, therefore, is required of all practical teachers to provide for the variety of courses that are intended to meet aims and objectives other than those of a terminal or specialized nature. A greater breadth is also desirable to provide more freedom to school officials in the assignment of their professional personnel.

A modification in teacher preparation and one common basic certificate would accomplish these two objectives and reflect the technological teacher's broader role.

### Objectives

- To integrate the basic certification of occupations and vocational technical teachers through the introduction of a common certificate.
- To introduce changes into teacher preparation programs which will broaden their professional potential.
- To remove the Department of Education as a determining agent in salary matters.

### Proposal

1. The granting of *Vocational Type B* and *Type A* as well as *Occupational Type B* and *Type A* certificates would be terminated.
2. Teacher candidates who satisfy the basic technical education (see 2a) entrance requirement and satisfactorily complete the prescribed teacher education program (see 2b) would be granted the Ontario Teacher's Certificate (Technological Studies), Type B, or Type A upon the recommendation of the dean of the college or faculty of education. The certificate would be a Type B if the candidate enters with the basic technical education requirement or a Type A if the teacher has, in addition, five university or college credits (60 to 90 lectures and/or laboratory hours each) from a specified and approved Type A credit list (see 2c). This would grant the Type A certificate to a teacher who has completed an additional academic year in the same manner as candidates for the present HSA Type A certificate.

continued

## 2a. Basic Technical Education

The basic education necessary for entrance to the teacher training course in technological studies would be the Secondary School Graduation Diploma or its equivalent plus five years of experience (with demonstrated proficiency) within one of seven technological clusters (outlined later in this section).

### Experience

The five years' experience would be developed through:

*apprenticeship* or other skill training programs and/or

*course work* taken at a college or university in a technician, technology, engineering, art or other program identified with the candidate's particular technological cluster and

*work* for remuneration on a job utilizing and developing technical skills that are applicable in the teaching of secondary school subjects within his particular cluster. A minimum of one year of related work experience would be required of all candidates.

### Seven Technological Clusters

The seven technological clusters can be outlined briefly as follows:

(a) The *construction* cluster includes Architectural Drafting and subjects relating to the family of construction trades, such as Carpentry and Trowel Trades, as well as the building service or mechanical trades, such as Plumbing, Refrigeration, Air-conditioning and Heating, Sheet Metal, and Welding.

(b) The *manufacturing* cluster includes Mechanical Drafting, Machine Shop Practice, Hydraulics, Pneumatics and Instrumentation (Industrial Physics), Metal Fabrication, and subjects relating to other production processes.

(c) The *electrical* cluster includes Electricity, Electronics, Elements of Computer Technology and Electrical Drafting.

(d) The *transportation* cluster includes Auto Mechanics, Auto Body Repair, Service Station Operation, Small Engines, and Aircraft.

(e) The *communication arts* cluster includes Graphic Arts, Vocational Art, Photography, and General Drafting.

(f) The *materials and design* cluster includes Mechanics, Materials and Testing (Industrial Physics), Industrial Chemistry, Natural

Resources Technology, and Industrial Design. (The material studies and design content within this cluster can be considered as core material for the first five clusters.)

(g) The *vocational services* cluster is made up of four sub-clusters:

*Foods* embraces chef, pastry, and short-order cook training, restaurant services, catering, retail meat-cutting, food preparation and hygiene, foods and nutrition, waiter and waitress training.

*Textiles* includes power sewing, dressmaking, tailoring, sewing and alterations, garment design, flexible material studies, upholstery, and dry cleaning.

*Personal services* includes cosmetology (hairdressing), barbering, home and hospital care, nursing and dental assistants, and guide service.

*Maintenance* includes janitorial, grounds-keeping (horticulture), painting and decorating, appliance repair, and home mechanics activities.

### Proficiency Assessment

Teacher candidates for the Ontario Teacher's Certificate (Technological Studies) who meet the necessary experience requirements would undergo pre-testing as to technical proficiency. This pre-testing would continue to be the responsibility of the college or faculty of education. The evaluative devices would be designed:

- to obtain an inventory of the candidate's skills and technical knowledge (within his subject cluster) and
- to test the proficiency of the candidate in both the theoretical and practical aspects of the subject or subjects in which he has specialized knowledge applicable to secondary school courses.

The first device would reveal deficiencies in the candidate's skill and knowledge within the cluster. These deficiencies would be made up through specific training modules that the candidates would be required to take prior to, or concurrent with, his teacher training. In any case, development of an acceptable knowledge and skill profile through successful completion of the training modules, specified by the college or faculty on his acceptance, would be mandatory before the candidate's certificate would be granted. The second device would confirm the candidate's technical proficiency for teaching *subject specialization*. This would apply particularly to subject areas

presently requiring a certificate of qualification from the Department of Labour (such as Motor Mechanics and Electricity) where safety is an important consideration. On the other hand, this second device need not be applied if the candidate's skill and knowledge inventory reveals broad general strengths with no narrow subject specialization within the cluster. An engineer or technologist from industry, for example, who revealed an excellent breadth of theoretical knowledge in the inventory tests across all subjects in his cluster but had deficiencies in a few practical areas, could expect to be assigned specific modules of practical skill training to make up for this type of deficiency and not be required to write a specialized trade test.

Candidates accepted on the basis of their subject specialization strength would normally be expected to teach in this subject field of the cluster. On the other hand, the engineer or technologist accepted on the basis of broad theoretical and technological strengths would normally be assigned to *broad-based* courses or *technical-literacy* courses. A balanced program in technological studies requires both strengths.

## 2b. Teacher Education program

Teacher education courses for candidates of the Ontario Teacher's Certificate (Technological Studies) would be taken in common with other teacher candidates as much as possible. One exception would be a mandatory course in curriculum studies, where students or student teams would develop a variety of courses within a cluster using provincial curriculum guidelines. Each course would be of a pre-determined level of difficulty and type (subject specialization, broad-based, or technical-literacy). Recognition of the need for different approaches and different kinds of courses to meet the variety of student needs would be reinforced through practice teaching assignments.

## 2c. Approved List of Type A Credits

The five university or college credits necessary to proceed from the basic Ontario Teacher's Certificate (Technological Studies), Type B, to the Type A certificate would include one Humanities credit and four credits selected from Mathematics, Science, Technology (including Art and Music in Communication Arts), Applied Science, or Engineering courses approved for the particular cluster.

In general, successful completion of the five credits would constitute an extra year on



## to the October Paper

of the basic technical education required of the teacher candidate. The credits required by a technologist would be quite different from the credits required by a candidate who entered apprenticeship upon completion of secondary school. In each case, they would be acceptable only when they build on the candidate's formal education level. On the other hand, the four-year course of an architect, engineer, or applied science graduate would make him eligible for a Type A certificate on completion of his training year.

The Department would also issue specialization certificates for the successful completion of Departmental or Department-improved courses. These would be of two types for teachers of technological studies. The first type would be divisional in nature, a general course specializing in teaching students of a specific age group. For example, an Intermediate Division specialization course would deal with introductory techniques in the practical subjects and the special problems of youngsters with limited learning ability in this age group. The second type of specialization course would deal with subject content and bring people together according to their clusters. This latter type of specialization would follow completion of the Type A requirements. However, salary rewards for course work beyond the basic requirement for certification will be exclusively matters of negotiation between the boards and the Federation.

The Ontario Teacher's Certificate (Technological Studies) would contain information useful to the principal or administrator when assigning the teacher or assigning duties. The certificate of the technological cluster, a statement of the experience that made up the candidate's basic technical education, and the subject of specialization that may apply would appear on the certificate.

A certificate would not in itself be restrictive in the assignment of teaching duties. If a teacher had post-secondary credits in Mathematics, for example, he could be assigned to teach a course in this subject, provided the principal assigns it and the teacher accepts it. Similarly, a teacher who was highly successful in teaching practical subjects to youngsters of limited learning ability could be assigned to teach an opportunity class at the elementary level.

New Dimensions is pleased to present reaction to the Department's Position paper on teacher certification. Reaction to the Position papers will be presented each month. Space limitations prevent running all replies,

*In the October 1971 edition of New Dimensions I note with appreciation a valuable position paper on teacher certification. However, I am extremely upset over one part of the introduction.*

*The statment is made that the Ontario Secondary School Teachers' Federation established basic salary categories and negotiated them into use with the boards. I wish to point out that OPSMTF and FWTAO members, in consultation with their head offices, had established basic salary categories and negotiated them into use with the boards in many locations long before the Department got into the act with its standard 1, 2, 3, and 4 blotters for certificates. Those standards were a complete takeover of Federation policy of the day.*

*To me, misleading statements like this are just one more put-down of elementary school teachers by the Department. No wonder many elementary school personnel behave as if they are inferior to secondary school ones.*

A.V. Goodman,  
Principal  
Helen Wilson Junior Public School,  
9 Abbey Road,  
Brampton, Ontario

### *Re: Teacher Certification*

*It is most refreshing to read the Teacher Certification proposal in Dimensions, a long-overdue statement. My experience in teaching in the Elementary Option program at Althouse College during the last four years convinces me that we should have one basic teaching certificate in this province. The teacher product of a secondary/elementary program is undoubtedly superior.*

*May I make three suggestions:*

1  
*In order to provide a secondary/elementary orientation, with concentration in selected areas, more time is needed than the present eight months. Concurrent teacher education programs then, are essential.*

2  
*Developing Faculties of Education need guidance and dialogue regarding areas of*

*but each person writing to the department in response to a Position paper will receive a reply from Dr. E.E. Stewart, Deputy Minister of Education.*

*concentration to be offered in the various Universities.*

3  
*Some attempt at reciprocity of certification across Canada should be made. Students who have studied at more than one Canadian university might make superior teachers.*

*Congratulations upon a significant step.*

Madeline Hardy, Ed.D.,  
Professor,  
Elementary Education,  
The University of Western Ontario,  
Althouse College of Education,  
London, Ontario, Canada.

*I don't agree with the basic changes suggested in our certification procedures. I shouldn't like to feel that I could be assigned to any class in the elementary or secondary school level if I didn't desire that assignment.*

*I realize that there must be teachers deserving of more salary than others, but the present system according to standards and years of experience has certainly eliminated a great deal of rivalry and source of contention among teachers, that otherwise existed.*

(Mrs.) Jessie Pratt  
R.5, Merlin, Ont.

*I think it is an excellent idea to issue an "Ontario School Teachers' Certificate" without specific designation that it applies to either elementary or secondary school level.*

*I graduated from Althouse College last year and was offered a position in grades 7 & 8 in my subject area geography. At this time I contacted many people including Robert Welch, but the answer was always the same. I am presently teaching geography in a secondary school but I will return to a senior elementary school as soon as the opportunity arises.*

*Our certification at present is extremely inconsistent. It seems that I could possibly teach art in a secondary school. And I can't draw an apple, but I can't teach my major subject geography in grades 7 and 8.*

*I would hope that the granting of "Ontario*

*continued*

*School Teacher's Certificates*" would become a short term change and be implemented in the very near future.

Keith Gorder  
940 Commissioners Road East,  
Apt. 307,  
London, Ontario.

*In a recent issue of New Dimensions, I read an account of the proposed changes in teacher certification for Ontario. The basic aims to simplify certification, to increase local discretion in the assignment of teachers, and to reduce the involvement of the Department of Education in the determination of salary are admirable. I am sure that everyone supports the Department in these endeavors. At the same time, one proposal appears to contradict the stated aims.*

*The proposed certificate "would indicate levels of concentration for practice teaching and child study during the teacher education program, and would also indicate the subject or subjects of concentration." There are two reasons that this inclusion would not be in the best interests of education in Ontario.*

*First, the utility of the feature is highly questionable. If a description of the teacher's unique combination of competencies is desired, a summary statement on a certificate would hardly be considered best evidence. Transcripts of the individual's record during the years of study and training would certainly provide a more precise and more valid basis for evaluating the teacher's areas of potential contribution. For a variety of reasons, local boards maintain detailed records for each teacher, records based on transcripts and similar credentials. In addition, the Department intends to continue to issue certificates of specialization to maintain a proper standard of service to pupils with special characteristics. With this sort of information available, it would appear unnecessary to include statements of areas of concentration on the teacher's basic certificate.*

*It may be that certain sectors of the profession may encourage the inclusion of specialization in the basic certificate. It is conceivable, for example, that this might be the position of the Ontario Secondary School Teachers' Federation. It should be noted that this immediately alters the nature of the certification so that it is no longer simply "basic," and it is this very feature which accounts in large measure for its appeal to specific sectors of the profession.*

*However, if the Department is sincere in its attempts to remove as many restrictions as possible to teacher assignment, then this type of support will not be a factor in the ultimate decisions made. In fact, there is nothing to prevent the separate federations from adding information to the back of members' certificates for their own purposes. Such a procedure would be preferable to Department involvement because it would imply no official sanction.*

*This introduces the second reason that the proposed indication of concentration would be unsatisfactory. Since the classifications of specialization would appear to carry Departmental approval, they would in practice act as a negative influence on attempts to widen the range of options in at least two areas of education. Despite the fact that they would be intended as "a guide (not a restriction)", the pattern of statements on the certificates would in fact constitute a set of informal restrictions. There are two reasons for believing that this would be the case. It has been so much a habit to look to the Department for guidance in the past that the administrative convenience of employing the Department's guide would be a most natural outcome of the situation, especially at a time when so many other problems are competing for the administrator's time. Even without this tendency, the very fact that a frame of reference for the assessment of the range of teacher competencies is provided, whatever its source, and that this can act as the initial mental set in attempting to develop local guidelines, again suggests that the initial list of possibilities considered may be a restricted one.*

*It is not just at the local board level that such influences may occur. Of even greater concern is the fact that the teachers' colleges are in the throes of a complex and highly traumatic reorganization. Even those institutions which do not yet face the insecurity of university betrothal must feel intense pressure to drastically revise their operations. At a time of such stress, it is not unusual for even educators to move to the nearest secure position. It would be unfortunate if college faculties were to employ the Department framework as a basis for their planning not simply because this is not the purpose for which the guidelines were prepared but also because at this time the greatest diversity in curriculum revision is what is required. One wishes for the justification to assert that faculties would not fall into such a pattern, but it has occurred before, in Ontario and elsewhere, it is occurring at the present time in some New York State institutions, and it*

*is certain to occur in the future simply because our faculties are composed of human beings. What are intended as guidelines may have the effect of restrictions.*

*Therefore, the proposal to include on the basic certificate an indication of the levels of concentration and specialization should be abandoned because such indications are unnecessary and may in fact be restricting at a time when the impetus is toward greater variety and flexibility in education in Ontario.*

Leonard Popp,  
Assistant Professor,  
The University of New York at Buffalo  
(Professor Popp spent almost 20 years in contact with public education in Ontario)

## the story of three little squirrels

Jan Latchford

Almost a month 17 grade 1 pupils at Cottingham Junior School, Toronto, were surrogate parents to three abandoned baby squirrels. The squirrels had been found by the teacher Mrs. Barbara Shultz, who decided to take them into school so the children could look after them until they were old enough to fend for themselves.

Following is the story of the baby squirrels as told by the children themselves:

The mother squirrel pushed three baby squirrels out of the nest, because she had six and she couldn't look after all of them. Mrs. Shultz found them lying on the drive way, so we put them back up in the nest.

We thought it was an accident until the mother squirrel threw them out again; so Mrs. Shultz picked them up and took them home in a picnic basket. The next day she brought them to school, so we could look after them. We put them in a cage with a white and pink towel, bread, apples, milk, and chestnuts and some gerbil food. The squirrels made a nest in the towels, chewed the food and drank the water.

The squirrels grew bigger and bigger, their tails got longer and bushier.

Mrs. Shultz decided to let them go in the park because it was nearly winter and they had to find their own food. We took them to the park in a picnic basket--and it was all gooey there. We opened the basket. They jumped out and the black one smelled Emma's. We were sad to see them go and we were lonely without them."

Above: Baby squirrels pushed from the nest by an overburdened mother of six, made unusual and absorbing pets at Cottingham Junior School.



One of the three abandoned squirrels adjusted readily to life in a grade 1 classroom.



On the advice of the Toronto Humane Society the class decided to release their pets as soon as they were old enough to fend for themselves. The children took them in a picnic basket to Winston Churchill Park.

photographs by Chuck Coates

## The unstructured school

by Sue Helwig  
photographs by Morley Overholt

A visit to North York's MAGU school can be a disconcerting experience.

To begin with, there's the name. MAGU stands for Multi-Age Grouping Unit, the title given to an ungraded, experimental project started by the North York Board of Education in September 1970. It's an awkward mouthful to pronounce. So pupils, parents and teachers call it Magoo, as if the school were named after the bumbling Mr. Magoo of cartoon fame.

What happens in an ungraded school?

You step into the hallway at 11:30 on a Monday morning and discover groups of children squatting on the floor playing jacks. "Aha," you say to yourself, "this is recess or an early lunch break".

Then you enter a classroom. Two noisy 11-year-old boys are building a fort using shoe-box-size wooden blocks. Sewing machines whir and the plinkety-plink tune of chopsticks bounces into your ear from children at a piano. Right in front of you a woman wearing jeans is washing the floor with a string mop. Wait a minute now, there are five adults in the room. Which one is the teacher?

MAGU is far more than an ungraded school. It was founded by a group called Parents Towards a Hall-Dennis School, who asked and received support for their project from local trustees. They wanted a voice in school decisions and promised to help plan and run MAGU. That's why it's hard to distinguish the teachers. Most adults at the school are volunteer parents.

Here, learning is to be synonymous with discovery and it begins when the child is ready. It's up to each child to decide when to tune into the day's activities and when to drop out. That's why children can play jacks in the hallways.

Parents bring their children to MAGU for a variety of reasons, but they have one thing in common: uneasiness and discontent with the regular school system.

David and Sue Bain chose to live in North York so that their son, Alan, could go to 8

MAGU. Mrs. Bain explains her interest in free schools grew out of a visit to the kindergarten her son was to attend.

"I decided to visit the kindergarten before I enrolled Alan and I came home in tears," she said. "I was appalled. The teacher didn't smile once during the day and the children were being shunted back and forth from one activity to the next even if they hadn't finished what they were doing."

David Bakan, a professor of psychology at York University, has three children at the school and was one of the founding members. He outlined his interpretation of the school's goals to a general meeting of parents in November:

"Everyone is aware that the world is changing at a very rapid rate. These kids will be 40 in the year 2000. We cannot imagine what it's going to be like. We know very little about the future except that it's going to be a world of rapid change.

"In a straight school, you'll find competition is a good thing. The alternative is cooperation. The world of the future is, I think, going to have to be cooperative.

"At MAGU, the children are not pitted against one another. As a free school, it provides exercises in the making of decisions, and one of the most important things we can teach our young people is how to manage their own time.

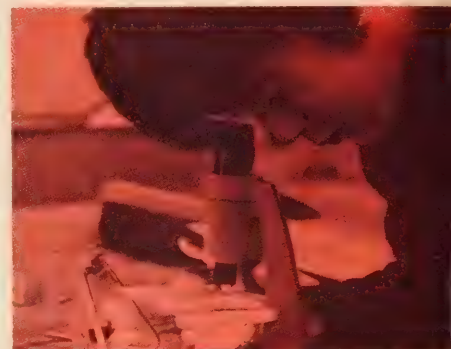
The school was set up as a three-year project by the School Board. It started last year with over 90 pupils enrolling from kindergarten to grade 6, using classroom space in a regular public school. Over the year, more than 20 pupils were withdrawn. One teacher left after three months and only one of three teachers stayed on this year.

This September, the enrolment jumped to 125, with a carry-over of 50 pupils. It now has four teachers and can accept pupils through the grade 8 level.

How close is MAGU to its ideals? The visitor is aware of the tremendous commitment from parents and teachers who have gone great lengths to create a stimulating environment at the school. However, the project has many problems.

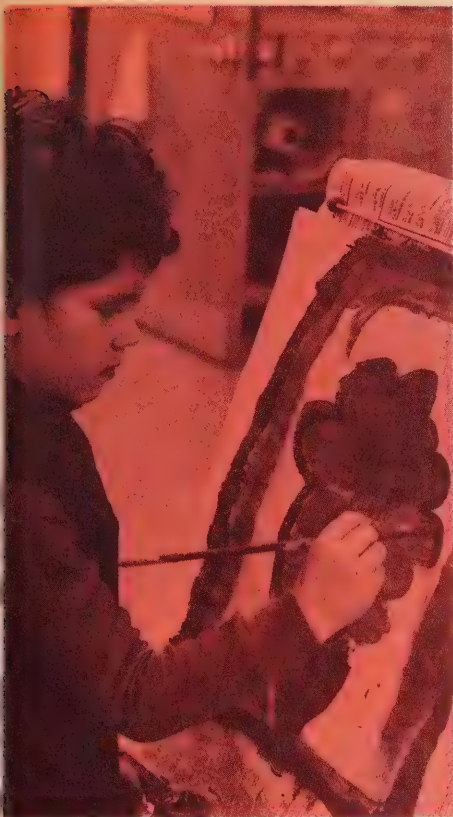
Parent involvement is evident everywhere you go in the school. Many lead projects in subjects like French, weaving, or novel reading. They have collected equipment, magazines, books, scraps of cloth and countless other supplies. One father offered the use of a swimming pool to children who receive lessons from yet another parent.

This school has animals everywhere it sees



Teacher Laura Schein with one of the students





There's a reptile room, cages for rabbits and guinea pigs, and the star attraction of one teacher's room is a monkey.

The task of coordinating activities and people at the school rests primarily with the teachers.

Asked what was the difference between teaching at MAGU and a regular school, teacher Laura Schein placed parent-involvement at the top of the list. Each week, between 20 and 25 parents spend a half day or a day in the school helping Laura with primary crafts.

Her own role, Laura said, is to provide a secure, predictable environment in her room—no easy task when the children can always leave. Parents contribute by helping children find things, by cleaning up and encouraging children to join in, by talking to children and by mediating disputes.

"People can work with their own children," she said. "I think it's important. I encourage parents to help their children socialize with other kids.

"The difference with this school is that there's no lunch hour and no break. It's very much a kids' school. You lose a lot of personal freedom when you're here."

One of the key words at the school is democracy. At MAGU, democracy in action means a great deal of discussion, analysis and asking of questions.

Borrowing an idea from A.S. Neill's "Summerhill," there is a meeting once a day at MAGU. Here, problems are discussed and

announcements are made. A decision that school excursions be limited to Tuesdays and Thursdays was under debate the day I visited the school.

"The way it is now," a girl of nine or 10 explained, "it's hard to choose."

But there were objections.

"There's swimming on Tuesdays. We're still going to have to make a choice. Suppose I want to go swimming, then I won't be able to go on a trip," one boy complained.

"It was done so that kids couldn't miss out on the reading, writing and arithmetic on the other days. They want to manipulate us," another added.

Fewer than half of the school's 125 children came out to the meeting. Only a small number of those present took part in the discussion. Others were eating lunch or playing. Boys and girls trooped follow-the-leader style over tables, up along the chalk tray by the blackboard and down at the other end.

The discussion foundered in a sea of noise. Finally, a dozen students, with teachers and a parent, retired to the gymnasium to continue in quiet.

Here, one student changed the subject saying he felt older children were being short-changed at the school.

"Why is there nothing for older kids?" he asked. "Everything seems to be done for the little kids . . . there's nothing for us."

A teacher told him that journalism sessions were intended for older kids. So was a mathematics program which a different teacher had dropped because there wasn't enough interest.

"But I'm talking about French and math. We want a structured class," the boy persisted.

This comment was met by a chorus from a few of the other children: "Then why don't you go to a structured school?"

Teachers and some parents meet at the end of every school-day and once a week there is a general meeting, held in the evening. This meeting regularly attracts 50 people and has become a forum for tackling the nitty-gritty problems facing the school. Questions posted for discussion at one meeting included the following:

"Are we granting the students more rights than we have? What guidelines should there be to ensure the physical safety of children, the privacy to learn without interference? A relatively small percentage of parents are taking virtually all of the responsibility in running MAGU—is this acceptable?"

Disconcerting yet exhilarating, leading from one question to another—that's MAGU, a free school inside the public system.



# Gourmets in the making

by Jane Nugent



Bryan Marsh (front left) with Willi Boedefeld (center) and John Bradbury

When the students in the cooking course at Richmond Hill's Don Head Secondary School serve their creations in the school's staff dining room they do it with an extra touch of pride: pride that comes from winning the Canadian Restaurant Association's Certificate of Appreciation, awarded for their valuable contribution to the industry.

But most mornings there is little time to sit back and think about awards.

By 11 am the school's kitchens are alive with bustling white-coated figures. They chatter and laugh and joke with each other, all the time pouring and draining and mixing; ladling soup from enormous saucepans, turning hamburgers, and cooking french fries. Others are smoothing their overalls, adjusting their white caps and preparing to go into the staff dining room, the student cafeteria or the snack bar where promptly at 11:30 the first lunch-time rush will begin.

"Probably one of the most valuable aspects of the food school is that the students are cooking 'for real'", said Bryan Marsh, Chairman of Food Services. "It makes them much more careful knowing they are likely to come in for some criticism from their friends, than it would if they were just practising cooking."

Don Head Secondary School opened two-and-a-half years ago and the 553 students devote 50 per cent of their time to academic studies and spend the other half of their day in the school's workshops. Here they can choose from a wide range of job skills, including dry cleaning, upholstery, horticulture, auto services, building maintenance and construction, and driver education.

Each day, approximately 150 students, mainly between the ages of 15 and 17, spend half the day in the food school, where Mr. Marsh is assisted by John Bradbury, who specialises in quantity cooking and Willi Boedefeld, in baking.

Mr. Marsh says the aim of the food school is not necessarily to turn out 150 people who are definitely entering the cooking field, though last year 10 graduates went into the profession, and just recently the school received a request for an apprentice baker.

"They learn things like the importance of hygiene, and not only in relation to food," said Mr. Marsh. "They also learn an appreciation of good food. Many of our students come to us with a very narrow conception of what food is all about. In other words their exposure to it has been limited. It has simply been something you eat when you are hungry."

Each day they serve approximately 40 hot meals — though again, Mr. Marsh says this can vary considerably, depending on the menu for the day. The majority of sales seem to be in sandwiches, hamburgers and

that stable diet of all students, french fries.

On this particular day, the menu consisted of cream of mushroom soup, Hungarian goulash, rice pilaf, corned beef salad plate, a choice of four desserts and a wide range of sandwiches. Another day the main course might be salmon steaks, chicken or spaghetti.

Apart from feeding the school, the proceeds of which are ploughed back into the kitchen, the students also cater for outside organizations and clubs and once a month might be preparing and serving a dinner or a buffet.

The kitchens are well equipped and spacious and the standard of production high.

The three instructors use somewhat the same system. In the bakery Mr. Boedefeld usually starts his day by giving the students a lesson in a particular aspect of baking. First year students might learn how to make pie crusts and simple cookies, going on to fillings and cakes. Or it might be a discussion about the raw materials — the sources of flour and sugar for instance; how they are processed and when and why they are used.

During the second year the main study is bread making and the third year is devoted to preparing students for an apprenticeship in the trade.

After lessons, the real business of the day begins. Bread and dinner rolls have to be made and dessert items which include cookies, eclairs, lemon and meringue pie, custard, pecan, butter and cherry tarts. The class is divided up into two's with each pair concentrating on something different. They work from recipe cards and until they are both confident and successful, use comparatively small quantities.

Mr. Bradbury's students devote their time to soups and main courses. First year students begin by learning how to make a basic stock which goes on to become soup and from there to make the whole range of sauces. The same applies to main courses where they work up to some really complicated dishes.

With Mr. Marsh students learn short-order cooking, how to prepare salads, sandwiches and baked desserts. The course also includes waiter and waitress instruction, which means how to lay tables correctly, from which side to serve and how to take orders efficiently and correctly.

Perhaps it will be a very small percentage of the students who actually decide to make food their career but perhaps the others will learn something too. They'll realize the importance of cooperation with other people and maybe, they'll also appreciate good food.

# the largest show in the world

Jane Nugent

the largest art show in the world," was how Bill Poole described it.

He was talking about one of the most exciting projects ever to be undertaken by the Ontario Council for the Arts, and one which could mean that first-class reproductions of the work of provincial artists will soon be within the price range of everyone.

Yet, the project which is financed by a grant from the Department of Education, is simply known as the Art Multiples Project, and already the organizers are well advanced with the work which will culminate in identical art shows opening simultaneously throughout the province on October 12.

It involves artists turning to manufacturing processes for the reproduction of works of art which will be sold for between approximately \$4 and \$15," said Bill Poole, an industrial designer and the project coordinator.

Throughout history artists have adapted to the technology and materials of their time, and in a sense we are not creating a precedent. We are asking them to consider areas which they find interesting, but for which they've never had the finances or the encouragement.

We are also creating an element which we think will affect three important areas in Ontario. The first is the creating of a new teaching program, the second the artists themselves . . . we are creating a project in which they can be totally involved . . . and

the third is that low-cost art will be available to anyone who is interested."

Peeter Sepp, the Council's Visual Arts Officer said this was not the first time a project of this kind had been operated.

"We originally got the idea from Sweden where an identical display opened simultaneously in 1200 schools and was attended by three-quarters of a million people. In Ontario we hope to open in more areas and have as many as a million people attending.

Of course the key to the whole project is the artists themselves and approximately 50 were approached and asked to contribute a concept.

"It could be either in model form of simply an idea," said Mr. Poole, "but it had to be roughed-out sufficiently for me to be able to go to a manufacturer and say, 'here is a piece of work, such and such a size, will you cost it?', and from that we arrived at a decision as to whether it met the criteria of the project. That is, that it can be sold within the price range.

"I suppose you could say this is one of my primary functions," he went on. "I'm working as a sort of resource and liaison person for the artists. You see the final selling price will be dictated by the cost of tooling and manufacturing, and the cost of handling and shipping, so we are talking about works of art that can be produced in unlimited quantities. There is no restriction on the artist as to what type of work he can produce, whether it is painting or three dimensional, or the type of material he uses, but I have to make sure it can be done within a certain financial framework."

The next stage, and one to which both Mr. Poole and Mr. Sepp have given a lot of thought, is the method by which the final number of art works for the exhibition are selected. They envisage this will be in the region of 15.

"We are saying about 15 though I'm hoping it can be more," said Mr. Poole, "but this is strictly a matter of economics. However, we feel we must have at least 15 to make a show."

As far as making this selection goes, it has been decided that the fairest way would be by the artists themselves. Each will be asked to come in, view the un-named pieces and think in terms of choosing his own work and that of 14 others to be exhibited with it.

This will bring the organizers to the phase where they coordinate the art pieces into an exhibition which will be complete with its own display.

Mr. Poole said they were hoping to sell them to schools and libraries in the first instance, at a tentative price of \$130 each.

"It then becomes a teaching aid as well, and it will also mean that the school or library will have a series of art works by Ontario artists. Then we are asking that everyone who has bought the kit—and we hope this will include many other interested organizations such as hospitals, homes and even prisons—will put them on display, opening their exhibition at the same time and on the same day."

It is by this means that the art will become available to literally anyone who wants it, because it will be on sale.

"One of the things that goes with the kit is an order form," said Mr. Poole, "so that little Johnny's mother and father are going to say they like this one and wouldn't it be great to have it in the house? All they will do is fill out the order form, send a cheque for \$7 or whatever, to a central warehousing area, and three weeks later, they will get their work of art."

The artists taking part in the exhibition will each receive five per cent in royalties on each piece that goes on display. This means that if there are 2000 displays sold, the artist gets 2000 five per cents. But when the work goes on sale the artists will get 10 per cent on each piece sold.

As a learning material kit, the project doesn't simply stop at the point of the exhibition. Mr. Poole said each artist will be asked to set a number of questions about his particular work.

"We are also going to supply the school with the artists' background and philosophy so, in essence, the students will then be exposed to 15 different art teachers."

In addition and if funds permit, it is hoped to be able to document the entire project either on film or videotape, showing the artist actually going through the process of creating his work.

Work on the project actually began as long ago as last October, and has been very favorably received by the local artists. But this is not really surprising, for as Bill Poole commented: "As far as I'm concerned, this is going to be one of the most important things that has ever happened in Ontario."



Poole (center) with artist John MacGregor (left) and Peeter Sepp.

# TWO WINNING SCHOOLS

## Science at King City

by Lloyd Landa

You don't have to be big to be a winner.

David proved this old axiom against Goliath in Biblical times—so King City Secondary School's 1,100 students are justly proud that two of their classmates stunned competition from nearby Metropolitan Toronto by walking away with the two top awards donated at the Youth Science Foundation of Canada's 10th annual Canada-Wide Science Fair held in Edmonton last year.

Mike Finnigan and Chris Castel, both residents of King City, a pleasantly bucolic town just a half-hour's drive north of Toronto (and a seemingly unlikely place for breeding budding Einsteins when compared with a huge city offering 123 secondary schools filled by more than 127,000 students) played giant-killers by not only upstaging their populous neighbor to the south, but also by capturing top honors from a field of 88 exhibits displayed from 34 regional fairs throughout Canada.

Chris, now at York University, won a first prize of \$75 for his Dye Laser exhibit in the Youth Science Foundation's Physical Science category, while Mike picked up the same amount by finishing first in the Foundation's Biology category with an ecology display.

The boys qualified for the national event by their impressive showing at the York County Science Fair, and it is by no coincidence that York County captured more awards than any other regional fair, including the highly publicized Toronto Science Fair.

The same man who helped the two students achieve excellence in their displays, Keith Carson, the head of the science department at King City Secondary School, also directs York County's fair.

In fact, Mr. Carson has created such a success with the York County fair that representatives from the Toronto Science Fair have been beating a path to his door to find out how he did it.

His secret? No gimmicks, few surprises, and little in the way of spectacular teaching innovations.

As Mr. Carson plainly puts it: "A lot of conscientious work and persistence, dogged attention to detail, and 100 per cent effort—that's all it takes."

In grade 10, for example, each biology student is required to perform projects or start collections. They may be asked to conduct research and provide specimens on the life history of three insects not studied in high schools, or to prepare and name a collection of 20 weeds indigenous to Ontario. Some students take on the difficult task of stuffing animals, then explaining in detail how each step is carried out.

"These projects teach students the value of systematic research, logical organization and thought. We think it helps them adopt a thorough approach," says Mr. Carson.

By the time students reach grade 13 biology they're expected to come up with two independent areas of investigative research, one for any two of the three school terms.

Mr. Carson's avid pupils can be found working long after school hours in science labs, reading such journals as *Scientific American*, *Science News* or *Science Digest*, all in attempts to discover innovative ideas.

It is precisely this type of groundwork, the teacher believes, which helped Mike Finnigan win his prize for ecology. Mike's idea came from a term project, but it wasn't perfected until he applied the rigid demands of investigation typifying scholarship at King City.

As for Chris Castel, sheer determination on the part of a highly motivated physics student played a large part in helping him claim his triumph, according to Mr. Carson.

"Chris was always about two years ahead of his peers in both research and interest. He's also the type who is not afraid of failure," he said, in explaining that his pupil had been eliminated at York County's 1970 fair, but did not accept this setback lightly.

The enterprising lad went to the Canada-wide fair at Hamilton to examine all laser exhibits, deciding that he could devise something much better, and then spent a year working on his own concept of a pulse dye laser.

"He was able to build the laser from parts for approximately \$400. A comparable laser would sell commercially in the United States for around \$5,000," Mr. Carson says.

If students like Chris and Mike needed an example to work from, they only had to look to Keith Carson, who calls himself "an eight to six" teacher.

"I don't usually get out of this school until around 6:00 p.m. The work tends to pile up on weekends as well."

Besides heading the science department, the

by teacher handles five courses, along with serving in his second year as the York County Science Fair's director. He has also found time to serve on the York County Board of Education's staff board advisory committee, and the area science committee.

He confesses that his wife Beverly, a former fine economics teacher, sometimes wishes he wasn't so heavily involved. Mr. Carson would also like to squeeze in some time with his two children, but right now he's concerned with getting students motivated for the school's science fair, to be held in February.

Ed Smereka, a University of Minnesota graduate with a doctorate in entomology, is Carson's assistant department head. His background in biology is a considerable asset. Along with the rest of the five-teacher science staff who, despite their heavy workload—two have six classes a day while three handle seven courses—have pitched in on science fair duties.

"We've also been getting invaluable assistance from King City's technology and electronics departments. At this school, work on the fair has been a group effort," Carson points out.

To organize this event, the first step lies in getting students involved. According to the Youth Science Foundation of Canada, pupils need to reach their peak level of scientific interest at the junior level, in grades 7 and 8. There is where a teacher really has to concentrate on stimulating a student's mind. "Maybe only one child in an entire class will respond. From there, you have to sell the concept of the fair to your department, then call teachers and principals in schools throughout your area and county," he explains.

A few years ago, York County did not have a science fair. Students took part on their own in such large events as the Toronto Science Fair until Les Rickard, Master Science Teacher for the county, from Richmond Hill's Bayview Secondary School, decided it was time the county began competing on an organized basis.

In 1970 Keith Carson was chosen to direct the annual event, which now bears the hallmarks of his efforts in the classroom: organization, participation, rigorous research, and successful results.

Work on the county exhibition begins in February when each school holds a separate fair. Winners then progress to area fairs, and the York County has four area superintendents, an event takes place for each school administrative area.

Together with the Roman Catholic Separate School board, there are a total of five area competitions, each boasting approximately 100 entries. The top twenty per cent are

chosen from these events, so the county fair usually includes 125 exhibits.

Rules for all competitions, from school fairs through to the county exhibition, strictly follow the Youth Science Foundation's guidelines.

Four competition categories are included at the school level: beginners (grades 1 through 6) who do not progress to further events, juniors (grades 7-8), intermediates (grades 9-10) and seniors (grades 11-13).

Awards, in the form of ribbons, crests and plaques are given for collections, displays and experiments in biological and physical science.



To run the entire program, the York County Board of Education contributes \$700, while the Separate School Board adds \$75. Most funds go toward awards.

Mr. Carson believes that teacher initiative plays a crucial role in stirring up interest at the school level, then carrying it through to the county event.

"Too many regional fairs depend on outside groups right from the beginning to provide help. I've always insisted on teacher control, because this better permits students and their mentors to work together toward a common goal."

In 1972 York County Science Fair is slated for Richmond Hill's Don Head Secondary School April 14-15, but Keith Carson cannot be blamed for looking ahead to the Canada-wide event, planned for Sarnia in May.

"When you win, despite all the grinding attention to detail and the hard work that goes into an entry, you still need a touch of luck," he says.

A repeat performance of 1971's rather spectacular results, however, wouldn't bother the industrious science teacher one bit.

## Basketball at St Michael's

by Mark Kennedy

There is a rule at St. Michael's College School in Toronto that says basketball practices cannot begin before November 1. Without this rule, it is feared, some players might over-practise at the expense of more important things—doing homework, throwing a frisbee, or walking the dog. Some might develop sweat-sock foot, athlete's face, or any of the countless other exotic ailments that afflict he-men. A few might even sleep in the gym, thus rendering it unusable for archery and girls' volleyball.

The rule is a good one since it is designed to protect such weak-willed players from doing harm to themselves. And besides, there are more than a few people who take a dim view of non-conformist types who want to dribble a basketball during the football season.

In fact, there is only one catch to the rule. Anyone who shows up for the first team practice at St. Michael's thinking it's a good time to begin polishing his basketball skills is due for a shock: he won't make the team.

"All our kids play year-round," confides 'Irish' coach Dan Prendergast. "I give them all a ball in the summer and a list of 25 drills to practise every day."

Are the players required to practise the drills?

Well no, of course not. Not unless they want to make the team. The coach isn't going to go around checking up on them, or anything like that. The first day of official practice furnishes him with undeniable proof of a player's dedication—or lack of it.

The coach isn't trying to be mean. On the contrary, far from being a slave-driver he finds it necessary to limit the amount of time his players want to spend on shooting baskets.

"I usually have to kick them out of the gym," he says musingly. "They'd live there if I let them. Most of our kids are not what you'd call affluent—they're inner-city children: perhaps they're more dedicated. The team spirit is tremendous."

continued

Competition for a place on the team is fierce because Dan Prendergast coaches a team well worth making. Since he took over as head coach at St. Mike's seven years ago, the Blue Raiders have won 175 games and lost 70. Many of those losses have been to American teams.

For the past four years the Raiders have been practically unbeatable—and a rather convincing aura of invincibility has slowly grown up around the team.

Consider the record last year. The Blue Raiders won their own tournament (the St. Mike's Invitational) for the third time in a row. They also took the Waterloo tournament for the second straight year, won their fourth consecutive TDCAA (league) championship.

In addition, they boasted the best player in the province, George Rautins, who in one league game scored 62 points. Rautins is currently at Niagara University in the United States on a four-year athletic scholarship worth \$15,000, having chosen this over offers from Notre Dame and Tennessee.

"We've had the same bantam, junior and senior coaches for the last five years," says Prendergast when pressed to give reasons for his team's astounding success.

"I think we probably have the most extensive intramural program I know of. Just about everyone on the staff of 45 is involved in coaching something."

Unlike many teams the Raiders have no limitation on the number of games they can play in a season, another factor that hasn't

Dan Prendergast (third right) supervises a practice game.

exactly hurt their development as ball players. Last year they managed to squeeze 53 contests into the schedule.

"We've been criticized a lot because of the number of games we play," Prendergast admits. "But this year we didn't have one student on the team under 60 per cent—and every student in grade 13 got early admission to university."

St. Mike's has also benefitted from the presence of several Lithuanians on the team, such as league all-stars Steve Ignatavicius and Sam Kaknevičius, and of course, Rautins. Basketball just happens to be the national sport of Lithuania, and the youngsters practice at it constantly in their little community gym. By the time they hit high school they are more than ready to fit into Prendergast's championship machine.

There is no doubt that Dan Prendergast himself is the biggest reason for Raiders' success. He began his coaching career in North Bay, where he won the North Bay and District championship in his inaugural season. He transferred to St. Mike's in 1960 and coached the freshman team for one year and the junior team for two.

During those early years at the school he was learning the tricks of the trade from senior coach Mike Lavelle, whom Prendergast calls "the greatest coach I've ever seen in Canada". He considers himself fortunate in having had such a fine tutor for three years.

But then Lavelle left, and Prendergast inherited the head coaching job. The rest is basketball history.

Despite the excellence of their record, the Raiders have been plagued by one major problem over the years—lack of height.

In 1970, for instance, they entered the All-Ontario (Golden Ball) championship tournament as the favourites, the first Toronto team in 10 years to be rated number one.

But the Raiders did not win. They went down 93-83 to a team from Sault Ste. Marie in what has been called the best high school basketball game ever played in Ontario. The team from the Soo used a variation of the famous UCLA press-defence—and one of their players was 6'7".

"My guys just got tired of jumping against him," said a resigned Prendergast.

George Rautins—who at a not very awe-inspiring 6'2" qualified as the tallest Raider—scored 36 points against the press, and was unanimously described as "magnificent". So well did the teams play that they went until the third minute of the fourth quarter before a single pass by either side went out of bounds.

That same year marked the first occasion on which the winners of the various high school leagues in Metro Toronto were brought together to determine the city's number one team. In the battle for the championship, St. Mike's was paired against the George Harvey Hawks, winners of Metro's giant TDIAA league.

St. Mike's ran over the helpless Hawks 85-58.

"My guys were intimidated," the losing coach admitted, after watching Raiders roar to leads of 25-8 at the quarter and 39-14 at the half. "They were shaking in the dressing room at half-time."

St. Mike's also won the 1971 tournament, and so continue as Metro Toronto's number one team—an honor they have never lost.

And for league rivals of the Blue Raiders who are hoping for an early demise of the champions, there is discouraging news. George Rautins' younger brother is in grade 7 now, and shows every sign of being able to follow in his brother's footsteps.

Says Prendergast: "He's going to be about 6'5". And he's faster than George."



# Ronnie Sturby: The pride of grade five

Ronnie Sturby is a grade 5 student at Adamsdale Public School in Sudbury. He is a bright, cheerful boy with a quick sense of humor and an obvious enjoyment of school.

On the face of it, this might not seem particularly remarkable, yet in Ronnie's case, coming to school at all is a tremendous achievement because he suffers from athetoid cerebral palsy, a neurological disorder of the motor area of the brain, which results in constant involuntary movement.

Ronnie has always been eager to learn, but the lack of communication has made this difficult. However, at last, due to the hard work and patience of many people including both the Board of Education and school board personnel, dedicated teachers and a gifted psychometrist, Peter Wabersich, he has now completed his first year as a full-time student.

The person who has worked closely with Ronnie for the last 12 months is Kay Gilchrist, a full-time remedial teacher on the Adamsdale staff.

Kay says that she was able to work with Ronnie on an individual basis for at least an hour a day.

"We found him extremely alert," she said, "and concentrated on developing his reading and spelling skills as rapidly as possible, because after all, these will be his keys to enjoyment and communication in later years."

She said the general aim had been to expose him to as many learning experiences as possible so that he may have a better understanding of the world around him.

Kay Gilchrist says it would seem that integration has been invaluable both for Ronnie and the people he has encountered.

"He has made everyone at Adamsdale understand the problems of cerebral palsy and this has only been achieved by being brave enough to step into the unsheltered classroom and by being treated as much as possible, like every other child.

"He is very much a part of the class and like every other child does get into mischief and likewise, receives a reprimand."

At the age of 11 Ronnie started to attend school on a purely experimental basis. The aim was that he should learn to socialize with other children as well as continue his education. With the help of his grade 4 teacher, Mrs. Judy Mulligan he gradually increased his school attendance from an hour and a half two days a week to full time in September last year.

But probably the one thing that has helped Ronnie's teachers aid his progress most is his electric typewriter.

The typewriter was made specially for him by Peter Wabersich and consists of a large square keyboard which looks like a small table into which are set rows of shallow, fist-sized holes. In each hole there is a disc marked with a letter, a number, a punctuation mark or a sign.

The keyboard is connected to an electric typewriter by means of wires which run through a box. When Ronnie depresses a disc a red light flashes on the board. The electric impulse goes to a delay circuit which, upon closing, activates a small magnet over the appropriate key on the typewriter. A metal core hits the key and result in a letter.



Miss Gilchrist said: "My year with Ronnie has left me with a strong feeling that no child should be deprived of a regular classroom just because he is physically handicapped. If he can cope at all, it is his right to attend school and our aims and methods must be adjusted to meet his needs."

## Students study curriculum

More than half the student body at the Ontario Teachers' College took a close look at "curriculum" last November when they took part in what can only be described as a unique conference.

Though it borrowed the complete format of the annual conference of the Ontario Association for Curriculum Development, which had been held the previous week in Windsor, it was the first time the Association had supported a program of this kind for students, though Mr. John Stennett, College principal and a member of the Association, said similar experiments had been carried out with qualified teachers.

"I thought it would be a very good experiment to try out with our students, because after all they are the teachers of tomorrow," explained Mr. Stennett.

The theme—Values in Curriculum—was a particularly difficult one however, because when you start talking about a value you are discussing something rather nebulous. We can't teach "values" in the same way we

teach math for instance. It's something one has to think about."

Nevertheless, the 550 students, including those from the primary school specialist's course and some from the one-year course (those who were not practice teaching), made the most of the one day available to them.

Mr. Stennett said that though he felt some mistakes had been made in the organization of the conference, "the general impression was that it had been a very worthwhile experience."

In addition to the students, the College staff of 50, plus people from the Department of Education's Curriculum and Teacher Education branches, and program consultants from regions 7 and 8 attended to act as consultants.

The students were divided into 38 groups of between 14 and 16, each with a student acting as leader and another as a group recorder. Each group worked with two consultants. "One of the main purposes of the conference was to give the students the benefit of group discussions," said Mr. Stennett. "A lot of them didn't know each other beforehand because they came from different parts of the College and were involved in different courses of study. But this

gave them some indication of how you can bring a group of strangers together, find common ground, take a topic and be able to discuss it."

There were a total of 23 topic groups under six major headings: *Thinking about values (for the philosophically minded); The axiomatic values; Thinking about the places of values in education. The institutional values: Personal and personality values; and The bio-psychological, the life values.*

"It was interesting to note that the topic the majority of the students chose was the one dealing with self-respect, independence and self-evaluation," commented Mr. Stennett. The conference's keynote address was given by Sir Alec Clegg, an outstanding educationalist from Yorkshire, England.

Sir Alec talked about some of the pitfalls young teachers might easily fall into when they joined their first school staff, and stressed the importance of using the teaching methods that suited them best.

"Don't be in too much of a rush to switch to a new teaching method just because it's fashionable," he warned.

Sir Alec, who was making a return visit to Canada, had also been the main speaker at the O.A.C.D. conference in Windsor.

# Recent & Relevant

## Have you seen H.S.1?

By now *all* secondary school teachers—and that includes junior high schools and inspected private schools—should have received their 1972/73 copies of Circular H.S.1.

Curriculum branch officials have made a real effort to ensure that the Circular was out in good time, and in fact the distribution has been completed earlier than in past years.

"This time, teachers are getting almost a year's lead before the actual implementation," said Pat Fleck, Assistant Superintendent, senior education. "In the past we've had complaints from teachers who say that by the time they receive H.S.1 they are already well along with their planning and organization for the fall."

Apart from a smart new format, there are one or two other significant changes in the

1972/73 Circular. In the first place, the former Branch and Program structure has been dropped—it's strictly the credit system.

Secondly, there is the inclusion of the Department of Education curriculum guidelines. Mr. Fleck said that as far as he knew, no other publication going to individual teachers has a complete list of the guidelines.

The Circular is probably the first Department publication to recognize 18 as the new age of majority. On page 9, there's reference to the fact that "students who have attained the age of majority bear full responsibility for their curricular choices and do not require parental approval."

## Windsor and Ottawa win research contracts

Projects in Windsor and Ottawa have received the first Ontario Department of Education contracts for educational research.

Announcing the contracts, Education Minister, Robert Welch said the Department will provide \$39,000 to the Windsor Early Identification of Student Learning Capabilities Project, and \$44,800 for the research evaluation of French as a Second Language programs of the Ottawa Roman Catholic Separate School Board.

The Windsor project, which involves the Department, the Windsor Board of Education, and the Industrial Research Institute of the University of Windsor, is centred on kindergarten pupils in four Windsor schools. The study is aimed at developing kindergarten observation records that, while lending themselves to computerization, will be useful in the development of educational programs and early identification of children with learning problems.

The Ottawa project, which involves the Department, the Ottawa Roman Catholic Separate School Board, and the University of Ottawa, centres on the program of teaching French to English-speaking pupils in primary grades started by the Ottawa R.C.S.S. Board in 1969.

Under the program, pupils can attend French kindergarten classes one-half day along with their usual half-day English kindergarten classes. In grades 1 and 2 pupils may take 75 minutes of French per day, total immersion in French, or no French at all.

The research component includes an assessment of the academic, intellectual, linguistic, emotional, social, attitudinal and motor development of the children enrolled in two French instruction programs in the English schools of the Ottawa R.C.S.S. Board.

## Getting a head start

Ontario's technical and vocational students will get a head start on their apprenticeship training with credits acquired during their secondary school studies under a new apprenticeship credit system developed in cooperation with the Ontario Department of Labour.

The new program is designed to motivate students more effectively at critical points in their secondary school career, and apprenticeship time credits will be granted for secondary school academic achievement beyond the required grade entry level into a regulated trade.

Under the program, technical and vocational students will receive a 50-hour time credit toward their apprenticeship for each secondary school subject credit in technical or trade related subjects taken above the apprenticeship entry level. They will also receive a 50-hour credit for each academic grade level achieved above the apprenticeship grade entry level. The credits will then be deducted from their apprenticeship training time.

# new dimensions

*Canadian*

A small town in Germany

Teaching Abroad: page 7



# POSITION PAPER



The figures suggest . . . that for every 10 classrooms in use now, in a few years only six or seven of those spaces will be needed . . .

## A. Facts and Forecasts

These headlines appeared in various newspapers in September:

- Kindergarten enrolment down;
- North York has pupil shortage;
- County school enrolment falls 434 under estimate;
- Too few youngsters in school Etobicoke may enrol aged;
- Substantial drop in separate school enrolment;
- Officials overestimated Metro pupil total by 8,700.

The 1950's and 1960's were decades of growth and expansion. School boards and officials were hard pressed to find classroom space as rapidly as it was needed. Boards did not make many mistakes, but unforeseen enrolment pressures frequently forced them to start planning an addition soon after a school was occupied. If a new separate school drew pupils from a public school, the public school trustees were relieved to have a break before taking action to build still another school.

Each month Dimensions presents a "position paper" prepared by officials of the Department of Education on topics of interest and importance. It is hoped that through this device, and the reaction it generates the Department can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The document that appears in this edition discusses the impact of changing school enrolments on the development of school facilities.

A sharp reversal of the familiar pattern is now evident. The pattern, which has long term implications, requires analysis by teachers, officials and school boards, particularly as they assess their requirements for additional school accommodation and as they estimate their five year capital requirements.

The number of births in any given year is one of the most significant factors affecting future school enrolments. The following table relates to the social phenomenon of fertility in Ontario:

### Birth Rates

1937 16.9 per thousand population;  
1957 26.8 per thousand population;  
1968 17.3 per thousand population;  
1969 17.5 per thousand population;  
1970 17.4 per thousand population.

The highest birth rate ever recorded in Ontario was 26.8 births per thousand population in 1957. In 1968, however, the rate was 17.3 births per thousand, a very substantial drop from a decade earlier. The significant change in birth rates took place during the years 1964, 1965 and 1966. As a result fewer children entered the first grade in September, 1970. It is significant, too, that almost every board in this province last year overestimated its elementary school enrolment. Many erred in the same way this year.

It is certain that fewer pupils will enter grade 2 next year and even fewer will start school in September, 1972.

Although the total population in a county or municipality may increase, the elementary school enrolments will decline in many areas and remain below the present levels for at least 10 years. In about five years the secondary school enrolment will reach a peak and the effects of the lower birth rates of 1964 and 1965 will force the secondary enrolments downwards.

The pattern of births for the years 1960 to 1968 is shown for one county in the following table:

As indicated, the Department will welcome comments from all interested persons about these proposals. Letters dealing with the matter should be addressed to:

The Deputy Minister,  
Ontario Department of Education,  
Mowat Block,  
Queen's Park,  
P.O. Box 560,  
Postal Station F,  
Toronto 182.  
and marked—Changing School Enrolments.

### Population and Births, 1960-1968 Renfrew County

	Population	Births
1960	84,550	2,578;
1961	89,635	2,611;
1962	90,100	2,562;
1963	90,800	2,478;
1964	90,000	2,307;
1965	89,200	1,892;
1966	89,453	1,568;
1967	89,000	1,487;
1968	90,500	1,532;

It is obvious that the declining number of births will affect school enrolments which in turn will affect elementary and secondary school accommodation needs. This pattern is typical for the majority of other areas. (*Appendix 1 and 2*) The figures suggest that unless there is a significant change in the total population (*migration into the area*) the elementary school enrolment will decline; that for every 10 classrooms in use now, in a few years only six or seven of these spaces will be needed for school purposes.

Population and estimate of future population provide some basis for the formulation of educational policy. Information is essential, therefore, not only on the present size of various age groups, but also on the anticipated size, growth rates and age distribution of district, county and municipal populations in order to forecast the need for school buildings. The forecast by the Ontario Department of Treasury and Economics regarding the size of various age groups by county and district for each five year period, 1966 to 2001 is a useful guideline. Copies of selected county forecasts are available on request from the Regional Offices of the Ontario Department of Education. Although prediction of any kind is at best a precarious exercise, little in the way of effective planning can take place without forecasts of various types—as difficult as these might be to prepare.

continues

The Ontario Department of Education has estimated the Ontario elementary and secondary enrolment as follows:

	Elementary	Secondary	Total
1971	1,456,135	583,861	2,039,996
1972	1,434,070	605,832	2,039,902
1973	1,407,360	625,696	2,033,056
1974	1,381,167	645,798	2,026,965
1975	1,358,721	662,104	2,020,825
1976	1,342,494	672,062	2,014,556
1977	1,327,552	673,722	2,001,274
1978	1,320,650	669,932	1,990,582
1979	1,328,651	653,068	1,981,719
1980	1,350,485	627,722	1,978,207
1981	1,381,502	600,729	1,982,231

*"Ontario Elementary and Secondary School Enrolment Projections by Grade, 1971-1981", available from Statistical Unit, Department of Education.)*

In September, 1970, there were 1,456,488 students enrolled in elementary schools in Ontario. It is estimated that enrolments in elementary schools will decrease to 1,320,650 in 1978, and remain considerably below the 1970 level. Secondary school enrolments are expected to increase from 583,861 in September, 1970 to a peak of 673,722 in 1977. Thereafter, enrolments in secondary schools are expected to decrease to 600,729 in 1981. According to this estimate the lowest point on the enrolment scale, a probable 1,978,207, should be reached in 1980.

Many factors, however, affect enrolment changes within a particular community—shifts of population, bursts of economic activity, transiency. Although these are difficult to predict, their effects, fortunately, are not as widespread as the effects of changes in birth rates and migration. When they do occur, however, their impact can be quite dramatic.

We must accept the fact that we are living in a new era as far as numbers of pupils are concerned. Every person should challenge these figures, and each school board should examine the situation as it pertains in its jurisdiction. It would be unwise to dismiss the trends lightly. In most parts of Ontario a point has been reached where boards should look very carefully before they provide another square foot of space. Any person closely associated with the system of education must face the facts that are emerging more clearly every year and make decisions consistent with those insights.

## B. The Challenge

### 1. Families of Schools

No school is an island. It is part of the community and part of a network of schools encompassing the whole municipality, part of the municipality, or parts of several municipalities. In considering future accommodation requirements, it is important therefore, that information with respect to the capacity and projected enrolments, not of one school, but of a family of schools be tabulated and evaluated. It is imperative in the public interest, that existing space be fully utilized before a proposal to acquire new floor area is put forward.

### 2. Alterations

Wherever possible, surplus accommodation should be altered and utilized to serve new needs. If it can be established that enrolments will decline, the accommodation thereby released can be phased into service for library, guidance, staff use and for early childhood education.

### 3. Replacements

A planned program of replacement of old, unsafe and obsolete buildings in line with a board's priorities reflects sound planning. In order to determine the relative urgency for replacement from a comparative and provincial point of view, the buildings should be examined by architects employed by the Department of Education. In the light of declining enrolments, it may be possible to phase out of service schools with deficiencies without replacing them, particularly those built at the turn of the century in the city and town centres.

### 4. Enrolment Projections

Construction should proceed only where there is an adequate assurance of enrolment in both the short and long term. Without firm data with respect to need and with the forecasts showing declining enrolments, it is not desirable to commit the expenditure of future public monies for school buildings. In establishing the need therefore, school boards should evaluate current and projected enrolments using a realistic estimate of numbers of pupils from dwellings under construction. It is no longer tenable to build pupil places for students who are expected to live in homes which may be built in two or three years. The data in Appendices 1 and 2 must be regarded as tentative but they can be used as a base for local studies of future enrolment.

## 5. Yield Factors

In the light of declining birth rates, it is necessary to adjust the numbers of additional students from housing units under construction. A number of boards are now using a total public and separate school yield of less than one pupil per single family home in forecasting enrolments.

## 6. Relocatable Facilities

The portable facility has been improved and can provide very acceptable accommodation. Units can be put together, and they can be joined to a permanent facility. New materials and construction techniques make it possible to obtain high standards of design to meet the needs of mobile populations. To meet changing population patterns they can be more than stop-gap measures, and they are ideally suited to meet the needs of pending peak enrolments.

## 7. School Board Cooperation

The emerging patterns of the 1970's suggest a need for school boards to communicate information to other boards with respect to their plans, and to cooperate to make the most effective use of existing and proposed accommodation. Where one board has excess space and another board needs space, serious consideration should be given to a plan whereby one board can rent space from the other.

Where dwellings have been started but not yet occupied, the total elementary school pupil yield from these housing units should be determined by joint planning on the part of a board of education and a separate school board. The apportionment of the total yield to public and separate schools can ensure that the same pupils are not counted twice, and the possibility of overbuilding by both boards can be avoided.

Where either board proposes to build additional pupil places, it should communicate its plans to its counterpart in that community. If it is evident that the plan would have the effect of creating surplus spaces, the boards should explore carefully each alternative and the possibility of utilizing fully the existing accommodation either by leasing space or by transferring the ownership of a building from one board to the other.

## 8. Evaluation of School Facilities

The school building is essentially one of the tools used by a school board and a community to accomplish those things that are considered important. The building should, along with other resources, equipment, people, program and time, enhance pupil growth and development. As a result of critical evaluation, the contribution of the building to the attainment of community goals can be determined. Following the process of evaluation, adjustments and alterations can be made so that the building can play a more significant part in the educative process.

In addition, because needs always exceed available resources, the process of evaluation can help us to make better decisions in the future. From time to time, selected schools should be examined in some depth with respect to the degree of utilization of various spaces, the accuracy of the earlier enrolment projections, and the effectiveness and adaptability of the design.

School boards and the Department have, on one hand, a responsibility to ensure that public funds are spent to meet well-justified needs. On the other hand they have a responsibility to promote progress toward the goal of equality of educational opportunity. The changing enrolment pattern will have a strong impact on the need for and the utilization of school facilities. It will require careful thought and open communication to meet the new conditions and challenges.

The phenomenon of declining enrolments, of course, has implications for other areas of education, including teacher education, employment and career opportunities for teachers and others, the finance of education, curriculum development and organizational change. During a period of increasing enrolments it was possible to effect change by virtue of expansion and optimism for further growth. Are we fully prepared to meet the changing conditions with which we must now contend?

## Comparison of Population and Births, 1962 and 1968

County, District or Municipality	Population*		Births*	
	1962	1968	1962	1968
Brant	83,800	94,700	1,881	1,542
Bruce	43,100	43,900	971	649
Carleton	365,100	433,200	9,203	7,389
Dufferin	16,200	18,400	308	32
Elgin	62,800	62,200	1,275	1,091
Essex	256,400	292,500	6,038	5,253
Frontenac	88,600	102,300	2,254	1,611
Grey	62,200	63,200	1,164	905
Haldimand	28,400	31,100	608	491
Haliburton	8,500	8,300	151	116
Halton	122,500	171,700	3,059	2,970
Hastings	94,400	95,600	2,486	1,394
Huron	54,800	56,500	1,291	776
Kent	91,400	101,500	2,329	1,863
Lambton	102,600	114,800	2,501	1,949
Lanark	40,700	41,800	884	595
Leeds	47,100	50,000	990	736
Grenville	22,800	23,800	491	335
Lennox and Addington	23,700	26,000	521	489
Lincoln	127,400	155,200	2,930	2,457
Middlesex	225,600	269,300	5,604	4,535
Norfolk	50,600	52,300	1,155	833
Northumberland	42,600	46,800	804	646
Durham	39,900	46,400	882	701
Ontario	140,200	183,500	3,500	3,144
Oxford	71,900	78,600	1,704	1,294
Peel	117,900	215,100	3,192	4,135
Perth	57,400	62,000	1,334	979
Peterborough	77,800	84,400	1,732	1,338
Prescott	27,400	27,100	751	401
Russell	21,000	15,200	555	366
Prince Edward	21,600	21,200	470	326
Renfrew	90,100	90,500	2,562	1,532
Simcoe	143,200	156,800	3,378	2,390
Stormont	57,900	60,800	1,481	916
Dundas	17,300	17,200	401	268
Glengarry	19,200	18,200	447	286
Victoria	30,000	32,000	624	411
Waterloo	181,000	234,100	4,570	4,547
Welland	165,000	186,700	3,804	2,873
Wellington	85,600	100,800	1,980	1,799
Wentworth	351,400	397,900	8,359	6,579
York	118,725	144,778	2,849	2,334
Algoma	113,300	117,900	3,449	2,407
Cochrane	97,900	97,100	2,984	1,970
Kenora	39,500	40,300	1,172	834
Manitoulin	11,100	10,800	268	180
Muskoka	26,900	29,000	578	536
Nipissing	71,300	80,700	2,145	1,323
Parry Sound	29,700	28,000	736	389
Rainy River	26,000	25,300	726	419
Sudbury	169,100	184,700	5,363	3,504
Thunder Bay	140,600	145,600	3,488	2,404
Timiskaming	50,100	46,100	1,294	80
The Municipality of Metropolitan Toronto	1,594,686	1,950,290	39,881	35,611

\* Vital statistics on population and the number of live births by residence of mothers were derived from the annual reports of the Registrar-General for Ontario.

## Actual and Projected School Enrolments, 1970 and 1980\*

County, District, City or Regional Municipality	Public		Separate	
	1970	1980	1970	1980
Brant	11,999	9,653	3,075	2,343
Bruce	6,523	4,647	1,665	1,177
Dufferin	3,483	2,645	219	200
Elgin	8,923	7,384	1,599	1,284
Essex	10,195	8,361	8,867	6,337
Frontenac	13,527	11,808	3,111	2,577
Grey	10,124	7,453	908	822
Haldimand	4,966	3,756	619	477
Halton	29,208	25,329	7,073	5,897
Hastings	15,287	10,884	3,327	2,760
Huron	8,118	5,239	1,429	1,075
Kent	12,774	9,907	5,411	4,283
Lambton	15,759	11,929	4,373	3,177
Leamington	5,387	4,437	1,315	1,064
Leeds and Grenville	10,744	8,910	1,841	1,521
Lennox and Addington	4,836	3,850	454	297
Middlesex	8,769	5,739	9,482	8,350
Norfolk	7,440	5,749	1,975	1,572
Northumberland and Durham	15,704	11,528	1,536	1,087
Ontario	29,379	25,136	7,909	6,622
Oxford	11,895	8,759	1,910	1,540
Peel	38,881	35,105	9,159	8,664
Perth	9,050	6,633	1,773	1,248
Peterborough	11,198	9,040	3,595	2,970
Prescott and Russell	1,805	1,490	8,574	5,168
Prince Edward	3,531	2,126	112	65
Renfrew	11,306	7,189	6,832	4,375
Simcoe	25,463	19,697	5,383	4,282
Stormont, Dundas and Glengarry	8,155	5,430	10,088	6,389
Victoria	5,168	4,166	512	436
Waterloo	28,307	25,536	13,095	10,584
Wellington	14,044	10,989	4,320	3,424
Wentworth	14,387	9,575	19,270	15,493
Algoma	14,483	10,278	10,309	6,904
Cochrane	6,988	4,442	12,854	7,459
Kenora	7,470	4,327	1,629	1,054
Manitoulin	1,336	788	142	72
Nipissing	7,003	5,056	9,824	6,453
Parry Sound	5,560	3,696	12	8
Rainy River	3,703	2,084	1,128	685
Rudbury	16,779	11,596	23,801	16,593
Thunder Bay	17,286	12,423	7,979	6,023
Timiskaming	5,228	2,993	4,081	2,288
Municipality of Metropolitan Toronto	235,584	229,507	61,955	64,834
Regional Municipality of Niagara				
(Lincoln)	20,520	17,133	6,976	5,966
(Welland)	22,565	19,082	10,602	8,317
Regional Municipality of Ottawa-Carleton				
(Carleton)	19,061	22,902	9,666	8,621
(Ottawa)	22,865	21,631	25,552	21,330
Regional Municipality of York	27,045	18,395	4,147	2,962
District Municipality of Muskoka	5,180	4,001	—	—
City of Hamilton	31,424	31,733	included in Wentworth figures	
City of London	28,206	26,572	included in Middlesex figures	
City of Windsor	16,887	12,902	17,157	13,546

from Watson, Quazi and Kleist, Ontario Elementary School Enrolment Projections to 1981/  
2, Part 2, Ontario Institute for Studies in Education, 1970. (The figures are for grades 1  
to 8, inclusive, and special education)

New Dimensions, February 1972



## to the October Paper

New Dimensions is pleased to present reaction to the Department's position paper on teacher certification. Reaction to the position papers will be presented each month. Space limitations prevent running all replies, but each person writing to the Department in response to a position paper will receive a reply from Dr. E.E. Stewart, Deputy Minister of Education.

This proposal obviously has tremendous implications for the teaching profession in the province of Ontario. These implications are so complex and relate to so many matters aside from such obvious ones as negotiation procedures, salary, positions of responsibility in the secondary schools, etc., that it seems obvious that much careful consideration must be given to the proposal by all parties involved.

My primary concern at the moment is not with the proposal itself, but rather with the method by which it has been presented. A position paper, of course, is designed to stimulate discussion and dialogue. I know, however, that many teachers are somewhat confused as to the implications of such a position paper being published in an official publication of the Department of Education. They are concerned about the status of the proposal. Is it merely a proposal? Is it an opportunity for discussion and dialogue in a meaningful way with members of the Teachers' Federation, School Boards, etc.? Certainly I would not speak in opposition to dialogue and discussion on any matter bearing on the future of education in Ontario. I do feel, however, that at the moment there is considerable unnecessary confusion, concern and misunderstanding on the part of teachers regarding this proposal. It appears to many people in the field that in recent years the Department of Education has vacillated between (a) an apparently studied and deliberate attempt in the name of decentralization to avoid making directive decisions, and (b) a policy of making very sweeping directive decisions and announcing them as firm policy on very short notice. (For example, recent decisions regarding the lengthening of the school year in secondary schools, and the changing of diploma requirements for grade 13, both of which were, I am sure, favoured by the majority of

continued

secondary school teachers and administrators, but the timing of which created serious problems.) I am afraid that, correctly or not, teachers view the article in *New Dimensions* as a "fait accompli". My request is that the status of such position papers and of the persons writing them be stated in clear and unequivocal terms to the teachers in the province.

L.M. Hyde,  
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The interchange of basic certification between elementary and secondary levels has in recent years permitted flexibility in teaching assignments. It is also noteworthy that with changes in secondary school organization that additional flexibility will be required in assigning teaching duties. Hence, the first stated objective of simplifying the basic certification plan to allow greater discretion to boards and school officials is a desirable one from our point of view.

The second objective, "to remove the Department as a determining agent in salary level arrangements" is the cause of concern. The purpose of establishing standards of elementary-school teachers' certificates was stated in Circular 635 "to encourage teachers to improve their academic and professional competence." The contention that the existence of the certificate standards set by the Department determines rates of remuneration is an illogical argument and ought not to be accepted. A valid argument for the discontinuance of the standards or level of new elementary-school certificates is that all graduates after 1973-74 will hold certificates at the EST 4 level.

Nevertheless, the role of the Department in setting general certificate standards ought not to be abandoned without due care. Many teachers in Ontario have obtained academic and professional qualifications outside of this province and enriched our schools by their background. Such teachers when they have proven their competence surely deserve access to the same recognition and benefits to which teachers generally are entitled. The assessment resources of many boards are quite inadequate to carry out this function.

If such questions are answered only by the Certification Committee of the Ontario Secondary School Teachers' Federation or

by the Qualifications Evaluation Council of Ontario, effective control of entry to teaching from outside the province will be exercised by teachers' federation.

Demands of accountability and a genuine need for efficiency have caused boards and officials to examine more closely educational expenditures. The establishment of expenditure ceilings by the Department has emphasized such evaluation and control. Because the salaries of teaching staff are such a large part of the total expenditure a substantial measure of control over salary costs must be maintained. It should be pointed out that a considerable number of teachers have achieved higher groupings and consequently substantial salary increases when the definitions change on the OSSTF Certification Chart. The majority of boards have welcomed a consistent basis of comparison of qualifications and have adopted the Certification Chart as a basis for salary grouping. I believe that boards will require support from the Department of Education in retaining sufficient control of expenditure.

D.C.D. Sifton,  
Superintendent of Supervision  
and Personnel,  
Oxford County Board of Education,  
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Woodstock, Ontario.

After studying the "position paper" on teacher certification, I felt I must voice my opinion about the disadvantages of such a policy.

To begin positively, there is a big advantage to this proposal. All school boards could be operating on a more competitive basis, thereby increasing salaries for those individuals who take additional courses to upgrade themselves.

However, I feel there could be several major difficulties detrimental to the youngsters in our schools. As I see it, this policy is designed with school officials rather than the children in mind.

1.  
By having an individual teach in his specialized area, the children and the school system are going to benefit more than by having a geography major teach French. I have taught in both the elementary and secondary school systems and far too often you see young people lose their enthusiasm for the entire school system because they have had a teacher incompetent and disinterested in a subject but still teaching that subject. If one is unskilled, they should not be allowed near that particular area of the educational program.

If a teacher is concerned about a certain aspect of his teaching career, e.g. guidance or Special Education, he will continue to study in these areas thus becoming more proficient and a better educator. To not ensure his teaching in his area of specialization could be disastrous for the children in his charge.

2.  
After having taught in both systems, I feel that the methods of certification as set forth by OSSTF are far superior to any in existence. In this situation, the teachers are more in charge of their own affairs rather than a particular school board or the Ontario Department of Education. By having the various categories outlined, both teachers and school boards know what level a teacher is on and thus can easily compute the appropriate salary.

3.  
I am concerned over the attitudes which might develop on the part of the various school boards if they are the sole determiners of salary. A larger, higher paying area such as Toronto could offer higher salaries for certain additional courses than could a smaller board. In this way the more qualified teachers would shift to the larger centers, leaving the less qualified and lower salaried to be content with the "poorer" school boards.

4.  
With the teaching situation the way it is, i.e. cutbacks and surplus, this policy could result in a much lower average salary range. If a board does not offer any remuneration for additional courses, teachers will not take these courses. Is it worth the sacrifice of money or should we be setting forth attainment standards and thereby encouraging teachers to better themselves?

In conclusion, I would like to add that I am a Vice-Principal and am looking to the distant future when I will be choosing a staff of my own. These teachers should be encouraged to upgrade themselves and I feel the group to determine standards of achievement should be a teachers' federation.

By having the various categories or standards clearly outlined all teachers would know what is expected of them. If certification is done with the main emphasis on school boards, I am afraid we would find ourselves in a monopoly situation with the larger boards such as Toronto at the helm.

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## TEACHING ABROAD

### in Germany, Britain, Africa.... and Canada

More and more teachers are showing an interest in teaching overseas, but the opportunities for teaching abroad are changing. The Canadian International Development Agency for example, once constantly searching for teachers for overseas postings, last year had about 800 applications for approximately 100 jobs.

The Department of National Defence Schools in Europe have been reducing their staff as Canada's NATO commitment is reduced. They had 1500 applicants for 100 jobs.

Other programs like the Canadian Education Association's exchange program with Great Britain have, for most of the post war period, remained stable.

Other programs, like the International Teaching Fellowship offered by the Government of Victoria, Australia, are new and not widely known among teaching professionals.

The opportunities still exist, but many teachers, either through lack of information or interest or in some cases timorousness, fail to take advantage of them.

The loss is most often theirs. All of the teachers interviewed by New Dimensions for the following series of articles on teaching opportunities overseas, found the experience useful, rewarding and valuable, both professionally and personally.

The series of articles which follow is by no means a comprehensive listing of all the possibilities. Instead, they aim to share the experiences of a few Ontario and British teachers with their colleagues—experiences which all say were worthwhile and enjoyable.



# TEACHING ABROAD

## in Germany

story and photographs  
by Bill Dampier



There have been military garrisons in the town of Lahr since 1250, when Walter I, Lord Geroldseck built two castles to guard a strategic mountain pass through the Black Forest region of German's prosperous Rhine Valley. The castles have long since been in ruins; the military garrisons have remained.

The current garrison is Canadian, 5,000 servicemen and their dependents who form the largest single Canadian contribution to the NATO forces in Europe. "Dependents" means wives and children, which in turn means schools and teachers. One of the teachers is Paul Dudar, formerly the vice-principal at Balsam Street Public School in Thunder Bay.

In Lahr he teaches a grade 7 class and art "on rotary" and acts as an informal and unpaid art consultant for the other teachers in his school. At the end of the current term, his third in Germany, he expects to return to his home board in Thunder Bay, although perhaps not as a vice-principal. "I'd like to stay longer," he says, "but I'd better go home. You can get out of touch with your home board over here, and you have to re-establish yourself when you go back."

That about sums up the experience of teachers at the Department of National Defence schools in Europe: a teaching situation that offers unusual opportunities and extravagant rewards—and some drawbacks.

"You suffer some loss in professional development when you come here," Mr. Dudar says. "If you're not interested in being a classroom teacher, there's no room here to

do anything else." Many of the "schoolies"—the term used by the military establishment to describe teachers—who were principals, vice-principals or program consultants back home are back in front of a class in Germany.

There are also other problems. Some teachers find it difficult to cope with a vastly different environment, especially during their first year in Germany when the problems of adjustment and language are particularly acute, a situation that is only partly relieved by a "sponsorship" program that assigns experienced teachers to assist the newly-arrived.

Facilities that were taken for granted 'back home'—a daily newspaper, libraries, English-language films and entertainment—are less readily available in Germany; the lack of them and the accompanying sense of cultural isolation hits some teachers hard.

Few teachers develop any real fluency in German during their two-year stay, and fewer form any lasting friendships in the German community.

As a result the 'schoolies' tend to form a close-knit but somewhat isolated community, in the military establishment, but not of it. That has advantages as well as disadvantages. "If you're ever in trouble, you've always got someone to help you out," Paul Dudar says. But a social scene that revolves everlastingly around the same faces and same places can be arid and spiritually enervating.

So much for the disadvantages; for the vast majority of the 160 teachers in Lahr they

are far outweighed and overshadowed by the benefits of teaching in the Department of National Defence schools.

The teachers are civilian employees of the DND, with all the prerogatives that normally accrue to military personnel. The DND pays the cost of moving them, their wives and children, and some of their possessions to and from their posts in Europe. They are also entitled to free transportation in some parts of Europe and to and from Canada on a standby basis. They have access to duty and tax-free shopping at military exchanges not only on Canadian bases, but also the nearby U.S. and French bases that make up a vast military complex in the Rhine Valley. Major items—cars, cameras, stereo equipment, skis—sell at anywhere from one half to one third below Canadian prices. Living costs 'in the economy' (off the military bases) are low by Canadian standards. Paul Dudar for example, pays about \$100 a month for a two-bedroom apartment in the nearby village of Dorlinbach, and, as a bachelor, receives a \$115 a month 'living-out' allowance. The allowance is less for married couples.

Finally, teachers are paid their regular Canadian salaries, and pay no income taxes either Canadian or German. But they are paid in dollars, which leaves them at the mercy of fluctuations in the exchange rate. Teachers contemplating major purchases, a car to take home to Canada perhaps, at the end of their contract, watched the recent devaluation of the dollar with the nervous concern of international currency speculators.

Obviously there are strong financial inducements to teach in the DND European schools. There are other attractions as well, less concrete but perhaps more important.

One is the location. Lahr is a small town, about 25,000 population, with the limited resources of a small town, but it is within easy reach of most of central Europe. London is a long week end away, Paris is a seven-hour train ride, the ski areas of the Austrian Tyrol and the wine-growing regions of Alsace are practically next door.

Teachers take full advantage of these resources — and so do their students. Out-of-school education programs get a deliberately heavy emphasis in the DND European system; students are exposed to a wide variety of experiences that may range from something as simple as a trip to the local open-air market to a week-long 'schulandheim'—a combination scholastic retreat and outdoor study program that is common in German schools but virtually unknown to Canadians.

"Suppose you want to teach something about the importance of fortifications in the Middle Ages," one teacher says, "or the development of walled towns. You can talk about it or read about it, but when you can go and stand in the middle of it, that's a far different experience." The system maintains a full-time consultant who helps teachers organize such field trips, and the military establishment makes buses readily available to encourage them to take their students "to stand in the middle of it."



Don Vinge, the area superintendent responsible for all of the DND schools in Europe—a total of 11 schools, 4,576 students from kindergarten to grade 13, and 304 teachers, roughly half of them in Lahr—firmly believes that the schools should develop a strongly international curriculum ('international' is used so frequently at meetings it has become a catchword and a subject for mildly satiric comment at staff Christmas parties) and take full advantage of the European environment to reinforce it. The secondary schools nominally follow the Ontario curriculum guidelines since grade 13 graduates must be equipped to enter Canadian universities.

The schools themselves are sometimes drab and dreary—Paul Dudar, for example, teaches in a building that was originally constructed for a German Panzer division, and later served as a barracks for part of the French army of occupation. But teaching materials and supplies are available in abundance, despite the occasional slowness.

"But sooner or later you get the supplies, books, audio-visual equipment you need. And you have a pretty free hand in what you want to do," Mr. Dudar said. The Lahr resource center stocks a good range of books, films and filmstrips, and is tinkering with the idea of purchasing educational television equipment.

It all adds up to an attractive teaching situation in a location close to the best of Europe, a location that turns most teachers into super-tourists. Paul Dudar has been in the Near East, the Far East, back to Canada twice and through most of Germany, Switzerland and France. He expects to visit Cyprus, Egypt, Spain and Portugal before he returns home this summer.

Not surprisingly, some 80 per cent of the teachers at the DND schools in Europe apply for an extension of their two-year contracts, and the DND received about 1,500 applications from all across Canada for the 100 teaching positions that were open last year.

The Department of National Defence operates 11 DND schools in Europe for the children of Canadian servicemen, with a total enrolment of 4,576 students from kindergarten to grade 13, and 304 teachers. The schools are located in Holland and Germany, both small Canadian military bases—both small Canadian military bases—all of the schools are in Germany, in the Rhine Valley area.

Teachers looking for positions in the DND must apply through their local board, which forwards the application to the Directorate of Dependents Education at the DND in Ottawa. Further negotiations are conducted directly between the DND and the individual teachers, and successful candidates are chosen by a selection committee that meets in Ottawa, usually in February of each year.

Technically, teachers are on loan to the DND from their local board for a period of two years—in some cases the 'loan' can be extended for a third year—and are usually expected to return to that board at the end of their assignment. They receive their nor-

Also not surprising is that many of the teachers feel some regrets when they are on their way back home. Most of them feel teaching in Europe has been a useful and valuable experience for them, and most are a little sorry to see it end.

"It's going to be a little hard going back to Thunder Bay," says Paul Dudar, and most of his colleagues feel the same way about Winnipeg, or Kamloops, or Moncton.



mal salary, and transportation to and from their homes, and receive a small allowance for a socially attractive fringe benefit.

Positions are stiff; there are only 100 teaching positions open each year, and last year there were 1,500 applicants. Approximately 80 per cent of the teachers assigned to the schools apply for an extension of their contracts.

Because of the intensity of the competition, special skills are sought in the selection process. For example, many of the classroom teachers in Europe were program consultants or vice-principals in their home schools.

The secondary schools follow the Ontario curriculum guidelines, but teachers are recruited from all parts of Canada, without regard to provincial boundaries.



## TEACHING ABROAD

### in Britain

by Bill Dampier

Like 54 other Canadian teachers—31 of them from Ontario—Bill King, chose to spend this school term teaching in a suburb of London as part of a Canadian-British teacher exchange program. Unlike all of the others, Bill King is in the middle of his *second* term as an exchange teacher, the first time in the 58-year history of the program that a teacher has been allowed to remain on exchange for more than one year.

He obviously enjoyed the exchange enough to want to stay a second year, despite what he calls "three or four unpleasant experiences" during his first year in a London school. He refuses now to talk about his first year on the exchange, a reluctance to discuss their experiences that is shared by two of the four Ontario teachers now teaching in the London area.

His current teaching assignment is at Oakington Manor, an elementary school in the

middle-class suburb of Wembley, about an hour's ride by subway, train and bus from his downtown London apartment. He teaches a class of 40 nine and 10-year-olds; 31 of his students are the children of immigrants to Britain—Africans or Asians—and many of them have more or less severe learning handicaps.

"You're working with a different kind of child here," he says. "The needs of the community are different than they were in Etobicoke." He taught at Bloordale Senior Public School.

"Many of the things we took for granted there just aren't available in Britain. For example, in Etobicoke if I asked my students to bring in a book from home, or a piece of information, half the class would turn up with it the next day. Here the chances are nine out of 10 they have never heard of it, or they don't have books at home, or someone to whom they can talk about their school work. The child is left more on his own because his parents are out struggling to pay the mortgage." Mr. King sometimes has to show his nine and 10-year-olds how to tie their shoelaces, and many do not know how to write.

Of his 40 students, he says about eight are "average"—learning at the same level as students of a similar age in Etobicoke; the rest are below that "average", some much below it. Mr. King finds his students difficult to assess because of their different cultural background. Some of his students have language problems, either because their first

language is not English, or because their language experience in the home has been poor. Many need special remedial help in writing and arithmetic, but remedial classes are not readily available.

And teachers in Britain are thrown more on their own resources, he says. There are fewer texts, fewer teaching aids, less audio-visual material, fewer supplies. "There's not as much money available here. Back home you have all these things laid out for you; here, they just aren't available."

That could sound like a negative report, but he is enthusiastic about the exchange program and the experience of teaching in a different culture. He is glad he came on the exchange program initially, glad he stayed for a second year, and regards the experience as valuable for the development of his own teaching skills.

"One of the things the exchange program teaches you," he says, "is that kids are still kids, regardless of the differences between them."

\*\*\*\*\*

These sentiments are echoed by Paul Barber, who shares an apartment with Bill King and teaches mathematics at King Harald Secondary, a school of approximately 650 students in Waltham Abbey, about an hour from his home. The school is changing from a "secondary modern" school to a "comprehensive" in which both academic and vocational subjects are taught. Students enter the secondary system at about age 11, after the

famous "11 plus" examinations. Because elementary and secondary schools operate on the "automatic pass" system—all students are promoted each year—the classes are "streamed" or "banded". Mr. Barber teaches students in the first four years, in classes that range from 12 to 40 students each.

He finds the facilities in his school "very poor"; he doesn't have a class set of textbooks, for example, and some of the texts he has were printed before the British currency was changed to a decimal system, which makes them virtually useless. "Initially", he says, "I had a course outline and a team of paper, and that was all."

He also comments on the "fantastic" delegation of authority in his school. He has many administrative duties to fulfill, and finds it difficult to get fast action on his problems. The deputy headmaster is a teacher with teaching responsibilities, for example, and Mr. Barber feels he got more help from the vice-principal at his home school, Park Public School in Toronto, than he can expect from the deputy head at King Harold.

He finds he gets along well with his British colleagues, but the vast difference between his salary and theirs creates some barriers. Like all other exchange teachers, he is paid his normal Canadian salary by his home board, while salaries for British teachers, which average less than \$4,500 a year, have been described as "a calculated insult to the profession" by a British education writer. Living costs in London—but not in the rest of Britain—are about the same as Toronto. British teachers receive extra pay for extra-curricular duties.

Paul Barber takes advantage of his relatively high earnings. He goes to the theatre at least once a week, takes long weekends on the Continent about once a month, and lives what he describes as "the hectic life of a resident tourist in London".

He was eager to come on the exchange program because he had read about math programs being tried in some Bristol secondary schools. "England was away in front of us in teaching methods," he says, but he finds that the most advanced techniques are not used in his school, and is disappointed that he doesn't have much opportunity to visit other schools where the specialized programs are in action.

But he enthusiastically endorses the exchange program, and is grateful for the opportunity to spend a year teaching in Britain.

"It's a fantastic experience", he says, "and a fantastic year."



## TEACHING ABROAD in Canada

by Jane Nugent

Angela Dearden had just returned from a trip to Mexico.

"In England I'd have been working and saving all year for a trip like that," she grinned, gazing from the window of the high-rise apartment she shares with three other girls.

"Oh I know we are still not earning as much as Canadian teachers with the same amount of experience, but even so with the various grants we get on exchange, we are much better off than at home."

Angela, whose north country accent betrays that she comes from Lancashire, (St. Helen's to be precise) teaches deaf children. This fall she will return to London where she is a member of the staff of the Hawkeswood School for the Deaf and Partially Hearing Children in Chingford. Her exchange year is being spent at the Metro School for the Deaf in Toronto.

Like all the other teachers we spoke to on exchange in Canada, Angela commented on the amount of equipment Canadian teachers can use.

"I have things in my classroom, I wouldn't dream of getting in England," she said. "And often they are quite simple things like a good stock of paper and a stapler in every room."

But though she is impressed by the aids, she has been surprised by the fact that not all the children have their own hearing aids.

"I suppose after being used to the National Health which automatically supplies aids to anyone who needs one, it never occurred to me to think in terms of the parents having to buy them."

As far as the actual teaching goes Angela says it is very similar, but thinks the fact that many of the teachers are British-trained might have something to do with it.

She attended Manchester University for a year's special training on completion of three years at a teachers' training college. The University has a big Audiology Department and they run one of the most advanced courses for teachers of the deaf. Students from all over the world attend the course and study in the Department, including many from Canada. Each year Canada sends students to Manchester and several of these are now back in Ontario and teaching in Toronto.

Although there is plenty of audio visual equipment available at the Metro School for the Deaf, Angela finds she does not make use of much of it, and never uses the facilities of television.

continued

"I used it quite a bit in London, but the BBC puts out some marvellous programs, which are not especially for the deaf, but are so well done the deaf children get an awful lot out of them," she said.

In Toronto she is teaching in a much larger school. The school in London had about 95 students which meant a comparatively small staff.

"This was one of the problems I first encountered," she said. "I had to get used to a much larger staff. Here I kept meeting seemingly complete strangers for weeks."

Her class here is smaller however and at the moment she is working with six children. "This particular class is small because they are children with other problems as well," she explained.

Angela finds teaching the deaf both challenging and stimulating and simply couldn't imagine herself in conventional school surroundings.

"To begin with, I really thought the deaf didn't talk. Then I read about Helen Keller and became so interested that I started to read more about deaf children." Her coming to Canada was a case of being in the right place at the right time. She had always wanted to travel, so when her principal asked the staff if anyone was interested in going to Canada for a year, she jumped at the chance.

Thanks to the Commonwealth League for Educational Exchange she and the other exchange teachers have seen quite a lot of Ontario.

"They've been tremendously helpful. From the word "go" they've organized outings, get-togethers and suppers."

Angela is most enthusiastic about the exchange program and says she feels one of the most important experiences is gained by living and working with people who have different values.

"Canadians are so similar and yet they are so different," she commented. "They have more money which, of course, means that their homes, and way of life generally, is so much more comfortable than that of the average worker in Britain.

"It has also been a fantastic experience working in a bigger school and just seeing how the teachers here tackle the whole learning problem."

Before she returns to Britain at the end of the summer she is hoping to tour Canada

extensively and if she has time, also to see something of the United States.

Margaret Vatcher who is working out her exchange at the West Deane Public School in Etobicoke is also planning a coast to coast tour before she returns to Oakington Manor Primary school in Wembley, where her exchange is Bill King (see interview). Like Angela she finds teaching very much easier in Canada from a facility point of view.

"It's so nice being able to get a group set of novels for instance, instead of having to make do with what is available at the school," she said.

"I also like the fact that every school has a library. In England this is something which varies from school to school. About four years ago when I first started at Oakington Manor, I had a classroom which was also the library. Unfortunately there was a space problem so the first thing to be axed was the library."

Margaret feels it would be a tremendous loss to the profession if the exchange program were to be discontinued.

"This has been a marvellous opportunity for me," she said. "I've been able to travel and see another country, and meet new people. And I've also seen for myself how another education system operates."



Certain qualifications are required to be selected for an exchange with a British teacher. Applicants must be at least 25 years old, and not older than 50, except when specially recommended by his inspector or superintendent.

Teachers with a university degree require three years of teaching experience by September of the year in which they apply for exchange. Teachers without a university degree require five years teaching experience.

Applications are not accepted from communities with a population of less than 10,000, except for suburban areas and regional or consolidated school areas where the school has a fairly large staff.

Each application must be signed by the secretary of the school board, indicating that the board is agreeable to an exchange. It must also be signed by the inspector showing that the teacher is a suitable applicant, and

by a doctor to indicate the applicant is in good health. Each successful applicant is also required to produce an official certificate of "freedom from tuberculosis".

Each exchange teacher is paid by his own board during the year and the usual deductions are made from his pay.

The applicant is required to make \$500 available to his or her exchange counterpart.

The official procedure requires the Canadian teacher to "indicate on his application that his is willing to make such a payment, and after the exchange is completed, to forward a cheque for \$500 to the CEA for subsequent payment to his British exchanges."

Further information can be obtained from the Canadian Education Association at 252 Bloor Street West, Toronto 5, Ontario.



## CEA head F.K. Stewart talks about teaching abroad

by Jane Nugent

A year ago last fall the directors of the Canadian Education Association were very seriously considering abandoning the exchange teacher program.

Basically they felt there were now quite a large number of British teachers living and working here to begin with," said Mr. Freeman Stewart, the Association's Executive Secretary. "Then there are so many opportunities for Canadian teachers to go to Europe on a charter flight and spend the summer there, we simply didn't think that anyone would be too upset or concerned if we discontinued the program."

However the directors couldn't have been more misinformed. The Association headquarters in Toronto was absolutely inundated with phone calls and letters from teachers who had either returned or were themselves on exchange. All of them were extremely concerned that the program was in danger of being axed.

They nearly all say that it's one thing to go over and tour round Britain during the summer time and quite another to spend a whole year there living within an educational system and adapting themselves to it," said Mr. Stewart. "These letters pointed out in no uncertain terms that it is not the same thing at all.

Both the British and the Canadian teachers feel there is special value coming into a different system, being part of it and yet being able to be an observer in as much as you

don't have to adapt to it for the rest of your life, so you can look at it in a detached kind of way."

A letter from a Vancouver teacher probably sums up teachers' thoughts on the exchange program better than anything else.

The letter says: "Whether teachers realize it or not, they fall into a rut, no matter what subject they teach. The poets tell us that life does not go back, that it does not tarry, but that it goes forward. Maybe a natural inertia, advancing age, plus the dubious benefit of tenure combine to assist in the process of hardening the "teaching arteries". I know of no better antidote to the above than an exchange."

Teacher exchange in this country began in the province of Ontario in 1913. The other provinces transferred the responsibilities for running their exchanges to the CEA at quite an early date, but the Ontario government didn't follow suit until 1949.

"Though we had worked in conjunction with the provincial government for many years, it was not until after the devaluation of the British pound in 1949 that we took over the exchange organization in this province too," said Mr. Stewart.

"Immediately after devaluation British teachers were finding themselves very short of money. It was decided to ask the Canadian teachers to contribute \$250 to their exchange, and the school boards to provide a further \$250. As you can imagine the Ontario Department of Education felt it couldn't require its teachers to make a payment to British teachers, but the CEA could, because it is not a government body. We are a semi-official body if you like, but we certainly cannot order anyone to make payments."

This total was then paid to the British teacher bringing his salary more in line with Canadian earnings. (Approximately the minimum earned by a first-year teacher.) Of course this figure has now gone up and the teacher and school board provide a total of \$1,000 between them.

Mr. Stewart said the British government also helps by providing each exchange teacher with a grant of about \$1,480.

"When you multiply all this money by 55 you will see that the cash involvement is quite substantial," he commented. "Some-

thing in the region of \$140,000."

Mr. Stewart said the fact that the British government agreed to provide these grants was the main reason why the exchange program had been able to continue at this time.

The British government's decision also meant that the number of exchanges had to be limited. In 1949 the figure of 55 was decided upon. It is still 55.

"When the British government agreed to provide the grants they obviously couldn't leave it wide open," commented Mr. Stewart, "so they decided on a quota by checking on the previous figures."

Mr. Stewart said that even before the quota was set, the number of applicants was fairly stable—usually in the region of 100.

In Canada the selection is done basically by the Department of Education.

"We prefer above average teachers," said Mr. Stewart, "so the applicants are screened fairly carefully."

In the first place an inspector from the school board concerned has to give approval and then the application is reviewed by the Department of Education.

Mr. Stewart said that British Columbia and Ontario are the most popular places for British exchange teachers. Many British teachers decide to go to BC so they can see as much of Canada as possible while travelling to their posting.

Though the majority of exchanges are with Britain there is still a very limited program between Canada and the United States.

"There has been a tendency for people in the colder parts of Canada to want to go to places like California, Florida or Arizona," said Mr. Stewart. "This is understandable of course. It is equally understandable that not many people from these parts are anxious to come to Winnipeg or Edmonton. But it's sometimes hard to get an exchange applicant to realize that.

"In the current year we've had two or three teachers from the remote parts of Ontario and British Columbia asking to go over to England. When we pointed out to them that it would be almost impossible to get a

continued

British teacher to go to these extremely isolated places they say, 'well, perhaps there's a British teacher who would like to get away from it all; to pioneer a bit'."

Until a few years ago the program also included South Africa, Australia and New Zealand.

"Here again devaluation was the major reason for the discontinuation of the program with these particular countries," said Mr. Stewart. "We did have two or three exchanges subsequently with Australia which were financed by the Australian State Department of Education, but this was only a temporary thing. The main reasons for the discontinuation was money. The teachers were getting far less money than they could live on in Canada. Secondly they have reverse terms because of the reverse seasons in the southern hemisphere, which meant the teachers were only with one class for half a year and another class for the other half of the year. The third reason was the tremendous distance involved, which made the cost of travelling very expensive indeed."

Some of the strange and unusual problems the Association is called upon to solve include the case of the Canadian teacher who also wanted to exchange cars for the year with his British counterpart and was incensed when he found the car in England was old, battered and had definitely seen better days.

Mr. Stewart says there is little danger of the program closing down "Unless Britain decides to discontinue subsidizing it. Then all the protests in the world won't help I'm afraid," he said.



## TEACHING ABROAD

### in Africa

by Bill Dampier

Betty Carlyle, pert and vivacious, teaches geography at Hamilton's Sir John A. MacDonald Secondary, a modern, red-brick fortress of a school—blank walls and the faint suggestion of turrets outside, 1200 students encased in pre-stressed concrete and bright colors inside. A handsome piece of architecture, if somewhat forbidding, and very, very different from the school she taught in last year, the Maiduguri Women Teachers' College in northern Nigeria.

Betty Carlyle was sent to Africa on assignment for CIDA—the Canadian International Development Agency—and like all of the teachers who spoke to *Dimensions* about their experiences abroad, she is enthusiastic about teaching overseas. She enjoyed her two years in Nigeria, despite the occasional frustrations and inconveniences, found it a rewarding and useful experience with direct application to her teaching role in Canada, and would do it again if the opportunity arose.

Getting there was more than half the trouble, much less than half the fun. She applied to CIDA for an overseas assignment in 1967, heard nothing until she was invited to attend an interview which was "quite discouraging" in 1968, was finally told she would be going to Africa on the last possible date for her to submit her resignation in 1969.

She arranged a two-year leave of absence, packed up her belongings (CIDA paid the cost of shipping some of her possessions to Africa, and the cost of storing the rest) got

her shots, and left for an orientation program that was part useful information and part group discussion of the "whither now CIDA" type. She finally arrived in Maiduguri, a city of about 150,000 some 90 miles south of the Sahara desert near Lake Chad, in September, 1969—at the beginning of the last term there, and six weeks before the graduating class faced stiff, comprehensive exams in a variety of subjects, including geography. There had not been a geography teacher in the school for five years.

Her first six months in Nigeria were difficult. The climate was debilitating—Miss Carlyle learned to endure it but never really to enjoy it—and her students were used to learning everything by rote.

"Nigerians in the north are very emotional," she says, "and they found it difficult to adjust to a different teaching method. 'At first they'd get very upset when I asked them questions—'how? why? when?'—and they'd end up screaming incoherently at me in frustration. 'We don't know. We don't KNOW!' During that first six months, I would estimate that at least one class a day screamed at me."

Understandably, she found this upsetting. "Sure I was unhappy," she says now. "You can't have somebody screaming at you every day and not be unhappy. Eventually, though, we got used to each other and we got along quite well."

The school itself was one of the more impressive buildings in a city that is mainly composed of tamped-mud huts. It provided classrooms and a residence for about 300 students and the staff in a three-storey concrete block building and a series of bungalows, arranged in a typically African compound. Supplies and instruction materials were fairly readily available.

The students were all graduates of a seven-year elementary school program, and were destined to go back to teach elementary school after their five years at the Teachers' College. They ranged in age from 15 to 50.

There were also some who simply didn't know how old they were," Miss Carlyle says.

The students were often chosen to attend the College more to balance tribal and regional jealousies than on merit. "The language of instruction was English," Miss Carlyle says, "but about half of each incoming class would be incapable of taking instruction in English. And sometimes they didn't speak Hausa either, (the dominant African dialect in that area) so they would be learning English during school hours and Hausa in the hostel. It was a difficult situation to work in." She overcame some of the difficulties by using lots of diagrams and pictures, and speaking very slowly, and found the instruction techniques she had learned teaching primary grades well suited to that situation.

The students had other problems of adjustment as well. "You had to make sure that new girls were on the ground floor of the hostel," Miss Carlyle says, "because many of them had never seen stairs before—or any building more than one storey high—and they were terrified. For some of the girls, wearing Western-style clothes all day was a new idea. But once you got used to it, teaching there was about the same as it is here in Canada.

The staff of the College was all European when she first arrived in Africa, many of them volunteers with Canadian, British or U.S. organizations similar to the Peace Corps. A few others, beside herself, were with CIDA or its British equivalent. The staff numbered from 9 to 16—"what you taught often depended on how many teachers we had," Miss Carlyle says—and teachers came and went according to the needs of the organization that was sponsoring them, a situation that made it difficult to stabilize the teaching staff. By the time she left last summer, about one third of the staff were Nigerians.

The school term ran from the first week of January until the first week of December, with an extended vacation period during the hot season, in what would be our spring. The school operated six days a week, a total of 18 teaching periods, and during her first year Betty Carlyle taught 32 periods a week; her second year she taught 14 periods a week, and supervised practice teaching by her students at nearby elementary schools. The school day started at 6:40, and ended at 2:00, with an hour off for breakfast at 9:00.

The students face tough examinations at the end of their five years at the College, examinations which are the same for all of the five teachers' colleges in the province. Few students got a full pass, but virtually all of the graduating students found jobs teaching in elementary schools, usually in their home areas, but at a lower salary than graduates. Nigeria is rapidly expanding her elementary school system and desperately needs teachers; Miss Carlyle says only about 20 per cent of the eligible children went to school in her area.

Miss Carlyle lived in the school compound in a prefabricated building "that was something like a Quonset hut." CIDA paid the cost of her accommodation, which she shared, of her own accord, with a volunteer from the Canadian University Service Overseas, who was also teaching at the College. Her house—and the school—both had electricity on a sporadic basis, but no air conditioning, and both were hot. She suffered from the heat, and her weight dropped from 130 pounds to 97, but she managed to avoid all of the exotic diseases that sometimes afflict visitors in Africa.

She found the diet—lots of good beef, occasional curried goat, but no pork; Maiduguri is a Muslim area and pork is forbidden to Muslims—strange at first, but adjusted to it easily. Canned goods and imported foods were very expensive and difficult to obtain because of the Biafran war, which was ravaging the south of the country during part of her tour of duty. (Miss Carlyle says the war had little effect on the northern part of Nigeria, where she was working. "Occasionally you would be stopped on the highway by a soldier waving a gun under your nose, but other than that we didn't feel any real

effects of the war." She also developed a taste for peanut soup and peanut stew, which she claims are delicious.



During her vacations Miss Carlyle managed to see most of Nigeria except the south, part of East Africa, and got to England once and back to Canada once. CIDA paid the cost of flying her to Europe for one vacation, (the organization now pays a flat \$400 travel allowance) and also paid her a salary roughly comparable to the salary she earned in Hamilton, the cost of her accommodation, plus a tax-free living allowance. She says she managed to save "a little money" during her overseas assignment.

But she regards the intangible benefits of her two years in Africa as much more important than the money.

"I had read lots of books before I went, and I had travelled a lot, but no amount of tourist travelling can let you know how people live," she says. "Living and working in a strange country brings home to you, in a way nothing else could, how *his* situation is different from yours."

In short, she liked it.

Teachers and other professionally qualified experts interested in working overseas can apply to the Canadian International Development Agency at 122 Bank Street, Ottawa. Usually a confidential curriculum vitae is completed and kept on file until a suitable assignment is found; this waiting period can be two years or more.

Assignments abroad can be for any period up to two years, and may then be extended one year at a time to a maximum of five years. CIDA pays teachers a salary comparable to that paid by their home board, the cost of moving to and from assignments for themselves, their wives and children, and some of their possessions, and the cost of storing furniture in Canada during their assignments. CIDA also pays a tax-free living allowance that is based on salary, marital status, and the country of assignment; for example, a married man with two children earning \$12,000 a year would get an allow-

ance of \$3,500 a year in the Caribbean, \$6,588 in Ghana. Teachers also get rent-free accommodation, and a \$400 travel allowance.

Assignments can be in any of 60 countries, but most teachers go to Africa, Asia, or the Caribbean. A smaller program was begun recently in Latin America.

The number of teachers recruited by CIDA has been declining in recent years: in 1971, 242 teachers were recruited, 108 of them from Ontario; in 1970, 263 teachers were recruited, 126 of them from Ontario. Secondary school vocational teachers, and teachers of maths and sciences are still much in demand, however. There are no openings for elementary teachers, except those with a great deal of expertise and experience who are competent to instruct in a teachers' college.

# Recent & Relevant

## Details on spending ceilings

Towards the end of last year the Minister of Education, Robert Welch, made an announcement to the effect that the expenditure ceilings on which the school boards' operating budgets are based would be raised in 1972 and again in 1973.

In terms of hard money this means that the ceilings will be increased from \$545 to \$595 per elementary pupil this year, and to \$630 in 1973 . . . an overall increase of \$85.

At the secondary school level, the total increase will be \$70 over the two-year period, with an increase of \$40 (*from \$1,060 to \$1,100*) this year and an increase of a further \$30 (*making the amount \$1,130*) in 1973.

Previously, a school board could if it wished, spend above the ceilings established by the Department for the year concerned and pass on 100 per cent of the extra cost to its rate-payers. In 1971, the first year that expenditure ceilings were introduced, the amount by which the board could spend above this grant ceiling was restricted. This prerogative was further reduced with the introduction of the 1972 expenditure ceilings.

The purpose of the ceilings, which were developed after Department of Education

officials had carefully examined the expenditure estimates of almost every school board in the province, is to slow down the rate of increase in the costs of education.

Weighting factors recognize both the variation in need for specific educational programs and the cost differentials involved in providing comparable educational services throughout the province.

Through the system of weighting factors, additional grants are available to meet school boards needs. For example, boards with exceptional circumstances related to programs of special education will be given additional financial assistance.

Additional assistance will also apply to certain boards for such factors as economies of scale, commodity prices in northern areas, additional maintenance costs for older schools, special needs arising from abnormal growth patterns and/or transfer, and certain aspects of vocational education.

Consideration on expenditure limits is also made for boards whose teaching staffs have an "above normal pattern" of teaching experience or qualifications, or where urban density factors are judged as contributing in a significant way.

## Visitors welcome at Toronto's oldest school

Restoration of Toronto's oldest school—the 124-year-old Enoch Turner Schoolhouse—will make it possible for today's students to take lessons in living history.

Originally built in 1848, the one-room schoolhouse will be completely restored by April at a cost of \$160,000. Furnished in mid-19th Century style, Enoch Turner will feature old fashioned "teachers" dressed in period costume, demonstrating how "the three R's" were an integral part of education over 100 years ago.

For schools interested in planning tours, the building is located on Trinity Street, a block east of Parliament Street just south of King, in an old section of Toronto.

Further information can be obtained from:

Mr. H.A. Sellers, Director of Information Services, Seneca College of Applied Arts & Technology, 1750 Finch Avenue East, Willowdale, Ontario.

## new dimensions

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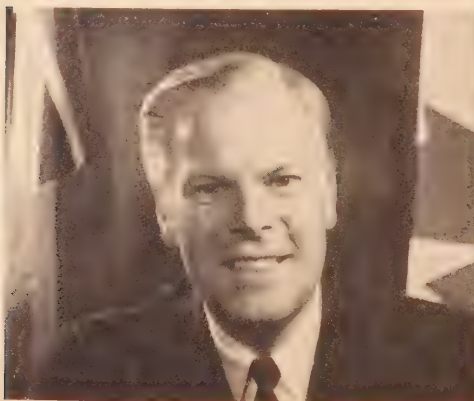
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### New Minister of Education

The Honourable Thomas Leonard Wells, 41, was appointed Minister of Education on February 2. He previously served as Minister of Social and Family Services and Minister of Health.

The new Minister has had many previous contacts with education. He became the Scarborough representative on the Metropolitan Toronto School Board in 1963 and was chairman of the Metropolitan Board's Finance Committee.

# POSITION PAPER



## The certification of teachers of Business Studies:

In line with other subject areas, all business education teacher candidates should now fall into the same category as other entrants to the teaching profession.

It is proposed that shortly the basic qualification to enter teacher training will be a university degree."

### Introduction

At the present time there are two categories for those teaching in the business studies areas in Ontario schools.

The first is the basic certificate which qualifies a person to enter teaching. Traditionally, the basic certificate for teaching commercial subjects has been granted, as for other secondary school subjects, following successful completion of one year of pre-service courses offered by the college of education. In addition, an emergency summer training program in recent years has made possible the granting of basic commercial "vocational" certificates to teachers whose background precluded them from the regular route to certification.

The second category of certificate reflects specialization within one of the four groups of subjects in the business studies area. Hence specialization is available in accounting, data processing, marketing, and secre-

Each month Dimensions presents a "position paper" prepared by officials of the Department of Education on topics of interest and importance. It is hoped that through this device, and the reaction it generates the Department can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The document that appears in this edition discusses the proposed changes in the certification of teachers in the business studies area in Ontario

tarial and is granted on successful completion of summer or winter courses taken following the basic program. Entry into the courses for the specialist certificate is not available to holders of the commercial vocational certificates until the candidate completes an acceptable university degree.

The basic certificates currently issued for teaching business subjects fall into the following categories:

(a) High School Assistant's Certificate, Type B, issued to university graduates holding degrees in arts and science or business, upon completion of a college of education winter-course program. As indicated in clause 28 in School Regulations 339/66, a teacher of commercial subjects in a secondary school must hold, in addition to an HSA, Type B, one of the five intermediate commercial certificates. These are accounting, data processing, marketing, secretarial, or the former Commercial Certificate.

(b) Commercial Vocational Certificate, Type B (*commercial subjects named*) of which there are two groups:

(i) An interim CV<sub>2</sub> may be obtained after a two-summer sequence of training. This certificate is valid for five years and allows teaching only in those commercial subjects named on the certificate. In addition to the usual requirement of two years' successful teaching to qualify for a permanent certificate, the candidate must also successfully complete the credits for one-half of an acceptable university degree within the five years. When these two conditions are met, the certificate may be made permanent. Those eligible are graduates of an accredited university with standing acceptable to the Dean who are not eligible for the High School Assistant's program, and graduates of the three-year Secretarial Science Diploma Course at the Ryerson Polytechnical Institute (or a program of equivalent content and standard).

As indicated, the Department will welcome comments from all interested persons about these proposals. Letters dealing with the matter should be addressed to:

The Deputy Minister,  
Ontario Department of Education,  
P.O. Box 560,  
Postal Station F,  
Toronto 182.

and marked — Certification of Teachers in Business Studies.

(ii) An interim CV<sub>3</sub> may be obtained after a three-summer sequence of training. This certificate is valid for five years with the same stipulations as for the CV<sub>2</sub> and allows teaching only in those commercial subjects named on the certificate. To be eligible a candidate must hold an Ontario Secondary School Honour Graduation diploma or equivalent; must produce proof of at least five years of acceptable office or merchandising experience; must pass qualifying exams in shorthand and typewriting, or marketing; must produce evidence of a contract to teach in a secondary school those subjects in which he has passed qualifying examinations.

A basic issue in our considerations of Teacher Certification in Ontario is the breadth of assignment possible under current certification regulations. The situation for commercial teachers could be summarized as follows:

(a) Any holder of a High School Assistant's Certificate or a High School Specialist (Commercial) Certificate may be assigned without limitation to teach any secondary school grade or subject unless there is a restricting clause in the Regulations — provided the principal assigns it and the teacher will accept it.

(b) A holder of a Commercial Vocational Certificate, Type B, is limited to teaching only those subjects named on the certificate and he may not be assigned to subjects in which he has no background or training. Holders of these certificates are restricted to the following subject areas:

- (i) Typewriting and Office Practice;
- (ii) Typewriting, Office Practice, and Shorthand;
- (iii) Marketing.

With the increasingly broader scope and more general nature of business subjects now

continued

being offered in the curriculum, it is considered desirable that teacher candidates for business studies enter secondary school teacher education by the "appropriate concentration" in an arts or science degree or equivalent. It is thought that the equivalent degrees may include: Bachelor of Commerce, Bachelor of Business Administration, Chartered Accountant with an Arts Degree, a Secretarial Science Degree from University of Western Ontario, or Ryerson Polytechnical Institute.

Arts degrees that are particularly adaptable to business teacher education are those with concentrations in: English and Communications; Economics and Social Sciences; Computer Studies and Mathematics.

Hence it is felt that very shortly it will not be necessary to have any separation of the certification of commercial teachers from the academic areas of certification.

Moreover, if the basic distinction is retained between the four and five-year courses that will be required to qualify as a teacher in Ontario for academic areas, it is thought that a High School Assistant's Certificate, Type A, should become available for teachers of business subjects if undergraduate work merits it, or if appropriate courses are taken later. It may be said that this is a matter upon which the Department particularly would appreciate comments.

### The Objectives

1.

The first objective in a new certification plan for teachers of commercial subjects corresponds to one stated in the original working paper, namely: to simplify the basic certification plan by eliminating those basic certificates which no longer seem necessary and thus allow greater discretion to boards and school officials in the assignment of professional personnel.

2.

The second objective is to simplify the basic certification for commercial teachers by eliminating the emergency summer programs which have allowed two basic commercial vocational certificates both of which place narrow restrictions on the teacher assignment within the school program.

3.

The third objective is to remove the Department as a determining agent in salary level arrangements.

### The Proposal

During the past 10 years the emergency program which provided teachers with Commercial Vocational certificates has filled a pressing need for business teachers in the classrooms of Ontario schools. The necessity to continue this measure appears to be over. In line with other subject areas, all business education teacher candidates should now fall into the same category as other entrants to the teaching profession. It is proposed that shortly the basic qualification to enter teacher training will be a university degree.

Hence, there will begin an immediate phasing out of the emergency commercial vocational route to certification. It is proposed that no Interim Commercial Vocational Certificate, Type B, will be issued in 1974. To achieve this goal would require that no further entrants to the CV<sub>3</sub> program be started, and that only one further group of CV<sub>2</sub> candidates be started in the summer of 1972, since it is anticipated that by 1973 the graduates of Ryerson Polytechnical will be degree holders, eligible for the regular route to the HSA.

For a number of years there will be secondary school business teachers whose qualifications will be at the level of the Commercial Vocational Certificate. As they progress toward their degree requirements and the acquisition of HSA certificates and then Specialist qualifications, the question of salary rewards will be exclusively a matter of negotiation between the boards of education and the OSSTF.

Under this plan, it will be possible to have commercial teacher candidates qualify for the 'Ontario School Teacher's Certificate'. This proposed certificate will be without specific designation that it applies to either the elementary or secondary school level. Technically the holder of such a certificate will qualify for assignment to any class in any elementary or secondary school. However, as a guide (not as a restriction) each certificate would indicate levels of concentration for practice teaching and child study during the teacher education program and would also indicate the subject or subjects of concentration in the academic (arts and science or equivalent) years of the program.

Hence, by 1974, newly certified teachers who might be assigned teaching duties in business subject areas could be identified by the subject and level concentrations indicated on their 'Ontario School Teacher's Certificate'.



## to the November and December Papers

New Dimensions is pleased to present reaction to two of the Department's position papers. In this issue there are comments on November's paper on Output Measures and December's paper which discussed Special Education. Space limitations prevent running all replies, but each person writing to the Department in response to a position paper will receive a reply from Dr. E.E. Stewart, Deputy Minister of Education.

### November

I have concluded that the Economic Council is saying that the public wants a means by which an accurate measure of return on investment can be assessed. In the broadest sense this is understandable and as a taxpayer, I applaud it. But let us not be drowned in the applause. Nor let us be threatened by the concept that "they" will impose "their" ideas. Perhaps their criteria for accountability would be more informed and objective. Perhaps not.

As a classroom teacher I have a daily contact with something in the range of 150 students. These students, as part of the total school population, have been the subjects of various types of psychometric experiments by agents of the school board in the county where I work. Highly paid psychologists have done the measuring. To a fair degree the bulk of the students have been cooperative. From first hand observation of the various types of measurement tools and a study of results, I am convinced that these techniques can only provide an approximation or a trend. They are not scientifically accurate and those in charge, when closely questioned, agree to this.

The psychological measurer is quick to admit that he does not intend to draw conclusions about individual students but only overall patterns. However, teachers deal with individual students, sometimes 30 or 40 to a class. Each one of them is an individual human being, with a life style, hopes, fears, economic, parental and social circumstances that are different. Generalizations will not fit.

What I am trying to say is that I agree with accountability but not with the kind of measuring mechanism implied in the Economic Council's argument — a kind of mechanism which will indicate levels of fact

attention — but which is not a rounded measure of learning.

Where courage is needed is in dealing with those areas of the teaching profession where incompetence and indifference exist. Find some means of measuring the effectiveness of teachers in creating learning structures, situations and relationships, measure these and deal with incompetence where it shows up.

This leaves unanswered the major question of how to discover and deal fairly with incompetence and indifference. It is my contention that it would be far simpler to devise a plan to measure and correct this than to try to measure what is basically unmeasurable — learning. In attempting to measure teachers we are dealing with a proportion of approximately one to 30 — quantified as the economists say, this represents less than 1 per cent of the total personnel involved. This should mean a more accurate and humane kind of measurement could take place. It would also force the measurers to meet with a great many people who are as nature and in many ways more experienced in the facts of education than they themselves may be. There could be no easy generalizations, trends and approximations to be converted into intimidating psychological language. The measures would have to deal with hard core facts and people who, in the vast majority of cases, are involved in and committed to the best possible educational structures for the youth of the province.

Howard J. Reynolds,  
103A Ross Street,  
Aurora,  
Ontario.

## December

I, as Vice-President of the Board of Education for the City of London, welcome the opportunity to respond to the position paper on special education as published in the December, 1971, issue of *New Dimensions*. Our response is the result of a concentrated study of the paper by many of our personnel both directly and indirectly involved in special education. Our response is a sincere attempt to reply in as an objective a fashion as possible. We know it will be received in that manner. We shall divide our response into three sections, (1) a discussion of the rationale of the paper, (2) response to the specific proposals in the paper, (3) additional suggestions.

### The Rationale:

We take it that the paper is an assembly of ideas from which a position will eventually be taken, not a firm position in itself. We are very much in favour of a careful study of

special education in Ontario with a view to change. However, we hope such decisions will be based on careful assessment and evaluation and thus should not be hurried. Too often change in education has not enjoyed this kind of approach. As far as we know little careful evaluation in terms of defined objectives has taken place in respect of present programs in special education. If changes are needed, and there is little doubt this is so, should we not first evaluate what we are presently doing, then design programs for change so that they are pilots and can be monitored before provincial policy is set? General concepts for change as proposed in the rationale of the paper are one thing; specific proposals are another. Concepts can well be based on opinion, philosophy, ideas, but specifics, in our opinion, must have a much more reliable base for decision making. The rationale of the paper proposes what appear to be a number of sound opinions. But that is what they are, carefully considered opinions, with which most people would agree, e.g.,

1. Developing adequate diagnostic appraisal service,
2. Professional staff adequately trained,
3. Use of para-professional staff,
4. The development of information banks,
5. Better teacher training,
6. Flexible programs,
7. Parent involvement, to mention some.

### Specific Proposals:

1. The placement of responsibility for education of children in institutional settings with local boards of education assumes an appropriate level of administrative knowledge and expertise which may not exist in all areas of the province. Some provincial level consultative expertise would be required to assist the local boards. Also, when there is divided authority experience shows problems appear. Such a decision must be carefully thought out.
2. While ad hoc "committees of advice" are desirable, a more permanent, ongoing, provincial research and planning body should be established to provide continuous consideration of objectives, monitoring of programs, evaluation of progress, and decisions regarding need for change. However, this should not reduce local autonomy.
3. The elimination of the traditional categorization of exceptional children must be replaced by some appropriate set of diagnostic criteria. However, more important is the program; the Department at present gives limited assistance in programing.

4. It is unclear whether "basic certification" implies basic teacher certification or special certification. The granting of autonomy to the local school board in decisions regarding staffing competencies is a dangerous step inasmuch as some boards may determine that no special competencies are required.

5. Agree.

6. Agree.

7. Sweden has had experience in this area and much could be gained from an examination of this experience. A careful look should be taken at the problems of the exceptional child in the open plan school.

8. Agree.

9. The problem is that when incentive grants are removed and spending ceilings imposed boards find it most difficult to maintain some of their special programs.

10. Agree.

11. Surely some overall plan for professional development is needed at the provincial level as well. Cannot special certification be national in scope?

12. Agree, with the proviso that properly qualified staff is available to teacher training colleges.

13. Agree, but such grants should not be restricted as at present, i.e., university personnel must be on a research team in order to draw grant monies.

14. Agree.

15. This should be studied with the utmost care.

16. Agree.

17. As desirable as this appears, there is much concern among people about an idea such as this. We wonder if it is worth the risk. There may be alternate methods which are less apprehensive to parents.

continued

**Additional Suggestions:**

1.  
Before implementing proposals such as those made it would seem desirable for the Department of Education to demonstrate the efficacy of such proposals in at least two centres in the province, one urban and one rural.

2.  
The proposals make no reference to two outstanding current needs in special education, curricula and materials.

3.  
Adequate fiscal support from the province must be assured the local boards if programs and services as suggested are to be implemented.

J. N. Given,  
Director of Education  
and Secretary-Treasurer,  
London Board of Education,  
P.O. Box 5873,  
London 12, Ontario.

It is indeed a privilege to be invited, along with the educational community, to make comment about the content of the position paper on Special Education which appeared in the December issue of *New Dimensions*.

The comments which I make are stated against a background of 15 years' experience in Special Education as an administrator, and in the preparation of Special Education teachers. For the latter half of that period of time it has been my responsibility to give leadership at the local school system level to personnel who were attempting to find educational answers to the numerous and varied learning difficulties which were in evidence in each classroom, and throughout every age group.

These observations I trust, will be viewed as supportive, while at the same time indicating my deep concern over some specific statements and proposals that have been made.

The development of a continuing philosophy and funding for the education of exceptional children in the province of Ontario has been fraught with many difficulties. The historical references that are made in the position paper are both accurate and need reinforcement. A continuous, supportive provincial policy in the education of exceptional children, and in the preparation

of teachers and administrators for this task is long overdue. Historically, the records show that one of the great gaps has been the constant shifting in emphasis at the provincial level, from one policy base to another.

It may be concluded that the time is now for a polarization of thought and a need for a new direction and emphasis which can be written and supported, both provincially and by those responsible for the administration of Special Education programs at the local level.

The staff of the Special Education branch make a particular point about the labelling of the exceptional child, and the resulting over-functionalization of programs which it is stated "stem primarily from the manner in which programs were pushed and stimulated in the early days."

According to the position paper, the end result has been program development by the problem category method, and the challenge is made that there is a necessity to break this cycle as an immediate priority. It appears to me that this is an over-simplification of the problem. While all education personnel would agree that the labels in Special Education must be removed, nevertheless, there is a strong body of opinion, supported by research, which would claim that the basic label for the child provided not the final answer, but a beginning point whereby an educational diagnosis, prescription and program could be implemented. Therefore I, as one interested person in Special Education, would agree that there has been an over-functionalization of program; I do not agree that this has worked to the disadvantage of either the student or parent concerned.

The position paper states that unless the approach of many teachers to goals for these exceptional children, and that of many boards and officials is recognized, a funding impasse will of certainty develop in the not-too-distant future. I could not agree more that this funding impasse will, and almost certainly has developed during the early 1970's.

The suggestion that the solution lies with continuing programs for the lower-potential handicapped child, with bold experimentation and resultant continuing development of practical program being essential, is nevertheless an idealistic analysis of a very significant local fiscal concern. Bold experimentation is difficult within expenditure ceilings. To develop programs with a high degree of flexibility to permit fluid student movement when the circumstances warrant is a goal to which few school boards, fewer administrators, and a

minimum number of students and teachers can progress in any significant immediate way.

New organizational patterns will need to be developed for personnel in Special Education and it is noted that there will be several levels of competency in this field. I could not agree more that there needs to be an update of programs to prepare large numbers of personnel for increasingly responsible positions of administration in Special Education programs.

I agree completely with the statement made that Level 2 in the model requires that teachers need to have a rather different orientation as part of their preparatory program and that teachers for the Special Education field need not necessarily be recruited from among experienced teachers of normal children.

The Level 3 proposal is more complicated at the present time, particularly in the area of the para-professional who is in the category of being a lay-assistant. The supply of qualified teaching personnel is such that there is going to be increasing pressure on school boards to reduce or eliminate the number of personnel in their employ who are not qualified as either a teacher or a psychologist or a sociologist. Accordingly, any personnel preparation model which emphasizes the increased use of the para-professional or support staff individual is, in my view, likely to have a strong reaction from the existing teacher organizations. The economic advantages of this kind of staffing may be minimized by union organizing within the staff of boards of education.

K.D. Munroe,  
Director of Education,  
The Ontario County Board of Education,  
555 Rossland Road West  
Oshawa, Ontario.



## In Hamilton an elementary and secondary school join forces for the best of both worlds

by Jane Nugent

The critics said they were doomed to failure. "How on earth could an elementary school and a secondary school operate under one roof without friction and insurmountable problems?" "What a bad influence those irresponsible grade 13 students would have on little Johnny in grade 4," said the pessimists.

But they were *all* wrong and even the most outspoken have had to admit that perhaps they were a little hasty.

The schools concerned are the Elizabeth Bagshaw elementary and the Sir Wilfrid Laurier secondary schools in Hamilton, which opened last September amid a storm of protests from parents and local residents.

"I think both Luke (Luke LeRoy, principal of Laurier) and I were apprehensive before school started last year," admitted Ron Hopkins, principal of Elizabeth Bagshaw. "The community had been so hostile, we weren't sure what was going to happen."

What did happen in fact was an exciting development in pupil involvement, resulting in grade 13 students enthusiastically helping the elementary pupils with some of their studies. The main area at the moment being reading.

Both Luke LeRoy and Ron Hopkins had made up their minds from the start that they were not going to give their critics many opportunities for complaint, but they hardly thought they would be quite so successful.

Originally intended as a composite high school, the City of Hamilton Board of Education decided to use the building to house two schools after the population growth in the area proved smaller than anticipated. At the moment it caters to well over 1000 students, of which 330 are in the elementary school.

"After arriving here and meeting a number of the teachers in the secondary school and

continued

also familiarizing myself with my own staff, it became apparent that there was probably a lot of room for cooperation," said Ron Hopkins. "And as Luke had been thinking along the same lines this, I suppose is where the idea really started."

One of the prime movers however was Helen Andrews, home economics teacher at Laurier.

"The course I teach...the Canadian Family in Perspective...is essentially a sociology in the family course," she explained. "It is an attempt to get our students to realize that other people have different points of view and we do this through discussion and seminars and through studying various families and cross-cultural studies.

"In the child psychology course we have a great many students who have never in their lives been responsible for anything or anyone, and we try to remedy this by sending them on field trips. Where I was teaching before I had access to a number of nursery schools, but here it is rather more difficult, so I approached Mr. Hopkins and he, his staff and pupils very kindly agreed to be our classroom, if you like. So, we started the remedial reading program."

"I should think that up to 90 per cent of the students have volunteered to help in some way, and this is all in their spare time too," said Mr. LeRoy. "Quite frankly, it's a tremendous number.

"In this school, the grade 13's get two spare periods a day, and they are prepared to go ahead and try to help someone else. It has not interfered with their own work, and I think from our point of view, they are getting a lot of valuable experience, particularly if they are planning to go into the field that deals with young people.

"We have found that it helps them to deal with the younger children, because even when they have young brothers and sisters they are often not prepared to sit down and work with them."

But even before the reading program got fully under way the first signs were there. Some of the older students were conducting a football clinic and coaching the younger ones. In truth, the remedial reading was the second step.

"We have a reading problem which certainly isn't unique in this school, but which means that several of the children are in need of special help in this area," said Mr. Hopkins. "The system we have worked out with Laurier is strictly on a one to one basis...one grade 13 student helping one elementary child. As you know it's the ideal situation. When one person is constantly working with a child he or she can take all the time needed to go over something, to drill, to review and to become involved with the child."

He said it was very difficult for a teacher who had perhaps 30 children in a classroom to have this kind of rapport.

"Of course I think age has had a great deal to do with the success of this program too," Mr. Hopkins said. "There is a natural sympathy established even before they meet each other because the younger child knows his teacher is a student too, and there's not quite the same image of authority there."

"Without exception my students have developed a feeling of responsibility for the child they are helping," explained Miss Andrews. "That's their kid now. It has become so important to them that if by any chance they have to miss a lesson they will either come to me, go to see Mr. Hopkins or explain to the child himself. Their enthusiasm is quite overwhelming."

Miss Andrews said even though the program had been going a comparatively short time, she had noticed a tremendous difference in her students from a point of view of understanding other peoples' problems.

"And if there was ever academic snobbery about elementary and secondary school teaching that has gone right out of the window," she said. "About a quarter of the students who have been working with Mr. Hopkins have become very interested in teaching — and not at the secondary level either."

The reading program and the football clinic are just two of the areas in which these enterprising schools come together. There is a flourishing music program, which entails the elementary pupils going over to Laurier and listening to the school orchestra. Return visits are made by individual members or small groups of orchestra members who talk about the different



instruments and demonstrate how they are played.

"There is also an obvious overlap in art," Ron Hopkins went on, "and we have been working on a combined art display, just as we produced a combined Christmas concert. Then of course there are other remedial areas such as mathematics, geography and history, which we have only touched on briefly."

Mr. Hopkins was not quite as prepared to commit himself as was Miss Andrews, but even though he felt the program had not been operating long enough for him to be able to pass judgement, there were very definite improvements in the areas where remedial work was going on.

"It's quite a change from the beginning of the school year too," he said. "I'm now getting telephone calls from parents who are asking if their children can be included in one of the programs."

"The possibilities are limitless," said Mr. LeRoy. "I'm constantly hearing of new ways in which we are cooperating. For instance, the English department is writing poetry and original short stories which are specially for the benefit of the elementary pupils."

Everyone concerned with the programs is impressed by the enthusiasm.

"There is so much enthusiasm that all we really have to do is to guide it along the right lines," commented Mr. LeRoy.



## Kindergarten:

# a new learning environment for older students

For an hour one morning a well-learned Malloch, kindergarten teacher at Shoughnessy Boulevard Public School, North York, can take things at a slightly speedier pace, because this is the time she has all the help she can handle. Every Wednesday the school's grade 6 students take almost complete charge of her youngsters and simply help them out with some of the more difficult problems of learning.

It is an experiment which has worked very well from the point of view of both the teachers and the parents.

"The parents have been particularly enthusiastic," commented Mrs. Malloch. "One mother told me that her son now had a much better attitude toward his younger brother at home."

She said it had all started last fall when grade 6 teacher, Mrs. Brigitte Oliver, approached her with the idea of pairing each of her pupils with one kindergarten child.

"With the approval of the principal, Mr. Neil Brodie, we decided to try the experiment one morning a week," she said.

She explained that for the kindergarten child it meant individual help and for the older students, development of self confidence and an improvement in all areas of Language Arts.

The range of activities is varied. A group of older students might be found reading stories to the kindergarten children, or writing down stories dictated to them by the younger pupils. Again there are other learning areas where the older ones teach the kindergarten group how to pick out words and letters, or distinguish the value and look of different coins. On Halloween a group baked pumpkin tarts, with the grade 6 students reading the instructions and the younger ones helping with the work.

All in all, the results have been most encouraging and it is apparently an experiment from which both age groups are deriving the greatest possible benefit.



For instance at Christmas the secondary school students selected a Santa Claus and he, complete with entourage, visited the various elementary school classrooms distributing candy canes.

Then, to mark the birthday of the secondary school's name-sake, Sir Wilfrid Laurier, about 30 students made cakes and took them to school. During the festivities the cakes were divided and part taken over to the elementary children.

And on yet another occasion, the Laurier football team had reached semi-finals and one of the elementary school's art classes produced a mural which wished Laurier football team "good luck".

All this is a far cry from two principals' original thoughts that "because we are under one roof we'd better try to make the best of it."

As Ron Hopkins said, "It just so happens that the best is very good."

But you know, it has been such a good thing for all of us, for the staff as well as the pupils. There sometimes tends to be a split between elementary and secondary staffs as Miss Andrews says, and I think this has helped them come closer together and relate more."

It seems the greatest beneficiaries have been the students themselves. Both Mr. Roy and Mr. Hopkins can recount numerous occasions where there has been solicited thoughtfulness on both sides.

## **In the summer of 72:**

# **More courses for educators**

Few professions — with the possible exception of medicine — make as many demands and offer as many opportunities for continuing, in-service training as teaching. The need for teachers to keep abreast of developments in their field, improve their qualifications, and re-ignite their own enthusiasm for teaching has been obvious in Ontario at least since 1912, when the Department of Education began offering organized professional development courses during the summer vacation.

The beginning was in 1870 when one teacher studied art, and since that time more than 216,435 teachers have up-graded their qualifications and teaching abilities in every field from art to the development of community schools. Another 33,609 have taken courses offered by local boards of education during the winter months, since those programs were started during the 1964-65 term. Last summer, for example, 10,380 teachers enrolled in summer courses sponsored by the Department of Education; another 8,273 entered locally-sponsored winter programs. This summer a wide variety of courses will be available to teachers in all parts of the province, including a number of new courses designed to help teachers and others prepare themselves for changes in the elementary and secondary curricula. Among the new offerings:

### **Program Development Elementary and Secondary:**

A 12-day, residential seminar to be held at the Elliot Lake Centre for Continuing Education from July 31 to August 11, 1972.

The aim of this seminar is to help educators to develop programs within the rationale of the Department of Education Curriculum Guidelines. Activities during the seminar will focus on current studies of child development, implementation of guidelines, examination of innovative programs, and cooperative approaches to planning and implementation. Options which will deal with the problems for children aged 5 to 12 and for students aged 13 to 19 will be offered.

The seminar will focus on the roles of teachers, principals, and supervisory officials in program development. It is recom-

mended that participants be chosen to form a self-supportive unit. A team of teachers, principals, consultants, area superintendents, and superintendents or directors from one school jurisdiction would make follow-up support more effective.

Further information about the seminar may be obtained from the Director of Curriculum, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **Consumer Studies Seminar:**

A week-long experimental seminar on the implementation of the Consumer Studies Guideline to be held in Toronto from August 21 to August 25.

Time will be devoted to isolating a content, building a course, and approaches to the study (including investigative, interdisciplinary, and community involvement). This will be an intensive experience, with the staffing and style of the Course exemplifying many of the aspects being studied.

Further information is available from Mr. J. Di Profio, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **Community School Development:**

A five-week course to be held in Toronto from July 3 to August 4, 1972.

The development of a community-focused curriculum, coordination of community resources, organization and maintenance of community schools, extended day programming, administration of community schools and utilization of personnel such as community school workers, guidance personnel, and social workers will be considered. Participatory techniques, self-directed learning, field experiences, volunteer service, community interviews, individual and small group projects will be used.

A team of people such as a principal, community school worker and teacher from a school should be encouraged to take the course together to encourage the best future application.

Further information may be obtained from Mr. J. E. Doris, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **Integrated Arts:**

A five-week course to be held in Toronto from July 3 to August 4, 1972.

The course will focus on the student, the cultural environment, and the teacher. There will be exploration of the integration of areas usually separated in the curriculum.

Participants will be encouraged to work through a wide range of materials and media including paint, drama, clay, electronics, light, metals, television, plastics, film, and photography, among others. The course will involve participation, collaboration, and sharing as a basis for creativity.

Further information may be obtained from Mr. J. Di Profio, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **Childhood Education in Great Britain:**

A five-week course to be held in Great Britain from July 3 to August 4, 1972.

The course will be of interest to administrators, principals, and consultants, as well as teachers. Visits to infant and junior schools in London, Bristol, West Riding of Yorkshire and Leicestershire, seminars, field trips, and workshops will be adapted to the needs and interests of the participants.

Further information is available from Miss Sylvia McPhee, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **World Religions Seminar:**

A seminar for teachers planning to teach World Religions, to be held in Toronto from August 21 to 25, 1972.

Included in this seminar will be teaching strategies, interdisciplinary approaches, field work, course organization, and learning materials. A wide range of activities will include visits to places of religious importance. A reading list will be available upon request.

Further information concerning this seminar will be available from Mr. Ian McHaffie, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

### **Man, Science, and Technology Seminar:**

A seminar for teaching developing courses from the new guideline, Man, Science and Technology, to be held in Toronto from August 21 to 25, 1972.

The seminar will deal with the effect of science and technology on human affairs, both past and present. Identification of resources, specific units development, and the planning of pedagogical strategies will be major activities.

Further information is available from Mr. George Spring, Curriculum Branch, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.



*View inside the air supported structure at Humber College*

## **bubbles:**

# **he buildings of ne future**

Jane Nugent  
Photographs by Bill Dampier

out a year ago, the Department of  
Education's School Planning and Building  
Research section began work on a study  
air supported structures.

air supported structure or bubble as  
sometimes known, is relatively new  
this country and consequently still at  
"controversial" stage. The Depart-  
ment's paper which is being published  
month and is simply entitled "Air  
Supported Structures", comes out with  
favourable as well as unfavourable condi-  
tions of bubble applications and goes into  
quite thoroughly.

o my mind they are the only answer  
cases where population and school en-  
vironment is unstable. In Europe they are  
being used as classrooms and even offices,  
in the United States a whole campus  
has been constructed in this way. Oh yes,  
I'm quite sure they are here to stay," said  
Mr. Orłowski, the Department's Chief  
Research Architect.

Perhaps a simplified explanation of an air  
supported structure would be to say that  
it is like a monstrous, dome-shaped tent,  
but instead of being supported by poles  
and posts, its shape is maintained by in-  
ternal air pressure, its construction is,  
therefore airtight.

The foundation of the bubble is not designed  
to be load bearing. Its purpose is to provide  
weight so as to prevent the bubble from  
flying away. Common ways of fixing the  
bubble into position are by means of using a  
concrete foundation, earth anchors and  
ballast. It has been estimated that a bubble  
can withstand winds of between 60 and 70  
m.p.h.

In general, the bubble envelope is made from  
synthetic fibres such as nylon, polyester,  
glass fibre and polypropylene, which is  
chemically coated with vinyl to resist  
weather, fire, fungus and chemical action.

Mr. Orłowski said that once all preparations  
had been made, a bubble could probably be  
erected in a morning. It is necessary to use  
two air blowers, but once the structure is in  
position only one is needed to maintain  
sufficient air to compensate for air loss  
through leakage, ventilation and the opening  
and closing of doors. The other blower is  
used only in emergencies.

Of course heating is one of the main con-  
siderations and though Mr. Orłowski main-  
tains this is not excessive, it is an important  
factor because the thermal resistance of the  
fabric is practically non-existent.

The air supported structure originated in  
Sweden where some 10 years ago the Swedes  
started experimenting, using plastic bubbles  
to cover swimming pools and sports areas. It  
seems they have now almost perfected their  
brain child and it is used for a wide variety  
of purposes, including kindergartens.

At the moment there are four in Metropoli-  
tan Toronto. Three of them are owned by  
recreation and sporting clubs. The fourth, at  
the Humber College of Applied Arts and  
Technology at Rexdale, was first erected last  
November and used to house a jogging track,  
tennis and basketball courts and a fine  
gymnasium.

"On the whole we are very satisfied with the  
structure," said Hero Kielman, who is  
Director of Campus Planning at Humber.  
"Naturally there have been some problems,  
but I suppose that is to be expected. The  
main one was a bad choice of color with our  
first balloon." (The College put up a replace-  
ment last month). "We found the light green,  
white and yellow coloring was not at all  
suitable for things like tennis — the ball  
simply merged with the background."

But perhaps one of the most obvious advan-  
tages in all cases — low cost — makes up for  
a lot. The Humber bubble, which is 154 feet  
by 124 feet and 35 feet nine inches in height,  
cost a total of \$126,223. This works out at  
\$6.60 per square foot and was at least three,  
probably four times cheaper than a perma-  
nent structure.

"Unfortunately there just were not the funds  
available at this time to build a permanent

continued

## Bubbles continued

structure," explained Mr. Kielman. "We were thinking in terms of providing these facilities by 1976 or later. As you can imagine, the fact that there will eventually be a sports center is not much use to today's students. So, we came up with the bubble idea."

The vast dome gets a considerable amount of use. The floor is mainly of the indoor-outdoor type with a hardwood floor at one end for gymnasium work. Lighting is indirect and provided by free-standing lamps which operate round the walls.

"We had hoped we would be able to use this for things like graduations and spectator sports in the event of bad weather, but this is not allowed," said Mr. Kielman.

To be precise, The 1971 Ontario Building Safety Design Standard has put a limit on the number of people in an air supported structure at any one time. This is one person per 100 square feet of floor area. Consequently this type of structure cannot be used as classroom area at the present.

It was Humber College's application to build a bubble which first brought in the Department's School Planning and Building Research section. The colleges were still part of the Department of Education at this point.

"We did a fairly comprehensive study of air supported structures before we finally gave permission to build," said Mr. Orlowski, "but at the same time we told other colleges that approval would not be given to anyone else until this experiment was thoroughly tested. We want to see how it will survive a winter, what sort of environment it will create for the students, and whether or not it will be a valuable facility."

One of the people most closely connected with the study was Project Architect, John

Peng, who has kept in constant touch with Humber throughout all stages of building. He and Mr. Orlowski discussed the Department's study.

"I think the main thing is that people who are interested should really go into the whole business properly and first of all decide exactly what is needed and whether or not a bubble will fill this need," said John Peng. "You cannot say you want to put up an air supported structure simply because you like it, or you think it's cheaper. There's so much more to it than that."

The Department's survey, which gives a comprehensive explanation of the structure and equipment of the bubble, lists nine disadvantages. It mentions things like acoustics, which are not particularly good because of the curved shape of the dome. It also discusses air pressure, which in a few cases, though Mr. Kielman at Humber dismisses this completely, can cause an uncomfortable pressure on the ear drums.

"Then there's the difficulty with electrical fittings for instance," said Mr. Orlowski. "The fabric itself will not support things like lights and gymnasium equipment. These all have to be on specially prepared framework."

The poor thermal insulation means that just as it can be cold during the winter it can be excessively hot during the summer, and the cost of air conditioning to keep it cool enough during the warm months would be astronomical. The bubble can virtually be used only during the fall, winter and spring months.

Advantages list things like low initial cost, ease of deflation, inflation and repair, portability and the integrated heating, ventilation and air-pressure system.

But whether or not the air supported structure really becomes the building of the future remains to be seen.



## Thunder Bay offers math by mail

by Jane Nugent

"To my knowledge no other Ontario university offers a math course specifically designed for elementary teachers."

The speaker was Dr. Gerry Vervoort, an assistant professor in both the Mathematics Department and the Faculty of Education at Lakehead University in Thunder Bay.

He was talking about the highly successful extension course he is running in the north-western part of the province, and which if completed, can give the student a credit towards a Liberal Arts degree.

Though it is basically a correspondence course, with the students completing most of their curriculum by mail, there is one major difference. The difference is simply personal contact and communication.

Dr. Vervoort said that with students so scattered, both from a geographical and capability point of view, he decided it would be far more advantageous for the students to have some actual contact with each other and with him.

"It was decided that we should all meet at the beginning of the course for one week," he explained. "Now because it was difficult for many teachers to get away, we had one week in Thunder Bay for the students who could come to Thunder Bay, and followed it with another week at Fort Frances for the people who found that particular center more convenient."

Dr. Vervoort said he felt this initial week was very important.

"To begin with the students had an opportunity to meet one another and know who else was taking the course from their immediate area," he said. Hopefully they would



continue to contact each other during the year, because in mathematics they can often help one another by talking about particular problems among themselves.

"I also got a chance to take care of the different mathematical backgrounds and build up some sort of foundation, so they were then able to take the course in effect by correspondence."

Dr. Vervoort and the Mathematics Department was more than encouraged by the enthusiasm shown during the first weeks. Even more so now, when there are still 69 pupils taking the course—far more than the department had dared to hope for—and only a very small drop-out rate. After all, five drop-outs from a mathematics program is something of a phenomena.

Dr. Vervoort said that when it was originally decided to start the course, sometime last June, any thoughts of it being such a success were remote. He had been interested in doing a course of this type, aimed at elementary teachers, for some time, but it was only after school board officials in Fort Frances asked if Lakehead University could offer a course for them, that the university was willing to act.

After the initial meeting with the students in late August, Dr. Vervoort divided his vast territory, which extends to Kenora, three hundred miles to the west, into four centers. These are Kenora and Dryden, Fort Frances and Thunder Bay.

He is visiting the four centers twice during the year—once in December, and again sometime this month—when he lectures the students and discusses any problems. They will meet again for the last week and final examination in June.

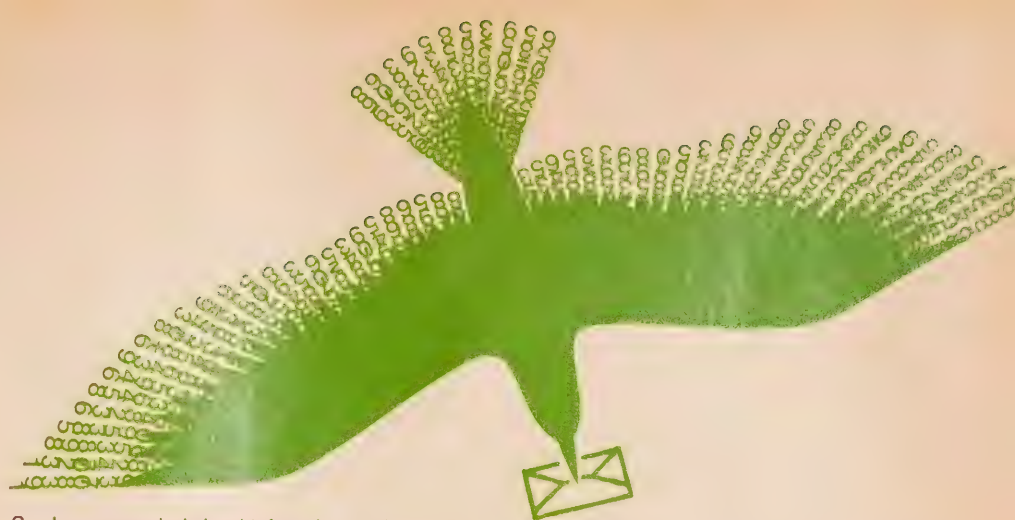
Part from the visits, Dr. Vervoort is also mailing out assignments which the students are expected to return at the rate of one a week.

"I think it should be stressed that this is a mathematics course and not a methods course. The emphasis is on mathematics that is important to an elementary teacher."

"During this course I am trying to present the background required to teach the modern math program and at the same time show them a number of practical applications of how to teach and what materials to use," he said.

He also says that math students in particular need a lot of help and encouragement.

"It's one of those subjects which tend to make a student panic. If they get stuck, they find it is impossible to go on without help."



So, he persuaded the University authorities to install what he refers to as "the hot line". Students can call him or one of his assistants, during certain hours on Tuesday evenings. "Knowing it is there, gives them confidence," he commented, "and that is very important."

And it is probably the confidence which comes with seeing something work which has been the key to the new and exciting Liberal Science program initiated by the University's Faculty of Science.

The Liberal Science program which has been designed to equip students to meet the demands of a rapidly evolving society by combining courses in both science and arts, is now in the relatively early stages of development.

Dr. R.A. Ross, Dean of Science said that it so happened that the Faculty of Science was designing the Liberal Science program at the same time as Dr. C. Kent, Chairman of the Mathematics Department, and Dr. Vervoort, were working on the math S.6, as the course for elementary teachers is known.

"We built math S.6 into a Liberal Science program," said Dr. Ross, "and in a sense we are taking a lead from the success of that course."

"But I think the real achievement has come through the Mathematics Department's awareness of the needs of the schools in the area."

"You see, we get different departments with different types of ambition. The Mathematics Department has a strong leaning towards cooperation with the schools. One could say they were the kind of advance front of the processes we've now worked out."

"It's certainly a continuing process, and I would hope that many elementary teachers would not only be able to learn from these courses, but would up-grade their qualifications."

Dr. Ross said he thought someone could probably achieve a Liberal Science degree in four to five years through evening and summer school.

The new science course, which is linked closely with Dr. Vervoort's course, emphasizes particular physical and chemical experiments that can be duplicated in the classroom and for which no elaborate equipment is necessary.

"You can still do scientific experiments with minimal equipment and low outlay, but we also feel that the teachers themselves should see the more advanced type of equipment available and which we have here at the University," said Dr. Ross.

"It really comes to this, you do not put a lecturer into a second year university degree course if that's the limit of his knowledge. It's a question of bringing the elementary school teachers up to a certain level in science with knowledge of elementary standards, but with a little bit more than that."

Dr. Ross said he thought the University also had a very definite commitment to the secondary school teachers in the area with respect to keeping them in touch with new developments.

"We are really trying to attack the problem on all fronts," explained Dr. Vervoort. "In math for instance, think of the mathematical community and you will see it consists of the children in the elementary schools, their teachers, the high school teachers and their students and then the university students and the post doctoral candidates."

But Dr. Vervoort feels very strongly that programs such as those already instituted by the Mathematics Department and the Faculty of Science's Liberal Science program, should be just the start, and that other universities should also be taking up the challenge and offering similar courses and opportunities to the province's teachers.

# Breaking traditional patterns of organization in Kenora

by Bill Dampier

When classes begin next September, the 2,703 elementary and 1,719 secondary students who are the responsibility of the Kenora Board of Education will notice little, if any, difference in their school. Classes will be about the same size, the teachers will be the same, and the total cost of running the system, an important consideration from the school trustee's viewpoint, will be about the same as last year. But despite the surface similarities, by September the Kenora Board will have completed a sweeping and unique reorganization program aimed at turning the 16 schools in its jurisdiction into a "family of schools" that — hopefully — will both provide a real continuum of learning from kindergarten to grade 13, and will remove some of the traditional barriers that divided one "subject" from another.

The reorganization program is the work of Kenora's Director of Education, J.A. Fraser, who based it on ideas he garnered from two important documents: the Hall-Dennis "Living and Learning" Report contained the "germs" of the ideas, he says, "and then HSI 1 had all these convenient headings I could use. After that I sat down and thought about it for a year and a half."

To understand what Kenora did, you have to understand the problems they faced. Like many Northern Ontario school systems Kenora is a relatively small jurisdiction — fewer than 5,000 students — spread over a large geographical area. Traditionally, the 16 schools in the system were separate entities, and at the secondary level each was subdivided further by "departments", and by grades. That organization pattern posed obvious impediments to the process of integrating courses into a more interdisciplinary approach within the schools, and integrating schools into a system that would provide more equal educational opportunities for all of the students. In a larger jurisdiction, superintendents could be appointed with responsibility for those problems. But Kenora's budget provides for only one superintendent below the director of education, and as Mr. Fraser noted in a report to the Board of Education, "it is difficult for one superintendent to be all things to all people."

The same report pointed out other barriers to a fully-integrated system, most dictated

by traditional modes of organization: "The idea of 'school' as an independent, self-sustaining building, the inviolability of class as in 'my class', and the idea of a discipline as being pure in itself and not simply an administrative convenience of those working in schools."

To overcome those barriers, the Kenora Board decided to wipe the slate clean; and start over from the beginning. The major emphasis in their reorganization was aimed at the secondary schools: the offices of department head and assistant department head were abolished, effective the end of the present school term, and the secondary curriculum was realigned into five broad areas of study: *Communications*, defined as "studies that are primarily concerned with man's interchange of thought and with all modes of human expression," *Social and Environmental Studies*, "studies that are primarily concerned with man's unique nature and his interaction with his environment and his fellows," *Pure and Applied Science*, "those studies and skills that are primarily concerned with the properties of energy and matter, the conditions of their interaction, and the application of this understanding to the solution of practical problems," *Arts*, "studies concerned with the aesthetic nature of man and the creative expression of that nature," and *Student Services*, which consists of "all staff concerned with some special aspect of the child not directly related to teaching some particular subject: guidance counsellors, remedial teachers, school nurses, attendance counsellors, etc." The curriculum based on those broad areas of study was extended to cover grades 7 to 13 inclusive.

To coordinate and integrate the courses and options offered within each of those areas of study, five "Deans" have been appointed by the Kenora Board. A sixth "Dean" has been named with responsibility for the kindergarten to grade 6 program.

The new title indicates new functions and responsibilities. Under the terms of the reorganization, Deans will oversee the development of new courses or programs within their area of study, and also assume some of the functions that were formerly the responsibility of the department heads. The Deans will *not* serve as supervisors in

terms of evaluating the performance of individual teachers, but "in all matters relating to the development of courses of study, texts, reference materials, experimental courses, the Dean will report to the Director of Education and through him to the Board." They will also be expected to teach at least two regularly scheduled classes.

In addition to the six Deans already named, the Kenora Board intends to appoint assistant deans and coordinators to share the burden of the administrative functions, and to assist the Deans, in developing curricula and maintaining a professional development program. All will be expected to carry a more-or-less complete teaching schedule in addition to their other functions, and will be paid a supplement to their normal salaries.

To support the work of the Deans and to help advise the Board, an elaborate structure of interlocking committees has been devised. A "cabinet" consisting of the six Deans, some of the elementary and secondary principals, and vice-principals, the Director of Education and the Board business administrator and representatives from the Separate School Board, will meet once a month and report directly to the Board of Education. This group is seen as the senior body advising the Board, with responsibility for "senior leadership" for development within the overall system.

A second group, called the Education Council, and made up of representatives of virtually all groups involved in education, including students and teachers, will also report directly to the Board, although on much less frequent basis. The major responsibility of the Council will be to ensure that the kindergarten to grade 13 program is in fact a continuum, and to hear reports from all areas of concern within the system.

The chief vehicle for the development of new curricula will be a number of "Dean's Committees" appointed on an ad hoc basis by the Deans, as the need arises. Teachers, principals, coordinators, and others will be expected to contribute to the curriculum committees.

A committee of principals of the elementary schools will continue to operate to ensure the integration of the kindergarten to grade 8 program, and an "in-school cabinet" name by the principal of each school to consider the program at a local level, and to assist the principal, will be started.

The functions of the principals, vice-principals and classroom teachers will be unchanged, and Kenora officials expect that the workload of teachers will be neither increased or decreased. They do hope that teachers will have a better concept of the

ay in which their individual programs fit to the overall system and the overall curriculum. They also hope the committee system will provide a clear flow of information through the system, and help integrate the various components more completely than has been possible in the past.

A. Fraser, the Kenora Director of Education, says his staff has been supportive at all points of the year-long changeover that will lead to the institution of the new system next September. Teachers and principals are consulted at all stages of the process, including the hiring of the six Deans.

The department heads were a little shaken when they found that their positions were to be abolished," he says, "but everybody here is excited about the new system."

If you really believe that there should be equality of educational opportunity for all the students within the system, and that kindergarten to grade 13 should really be a continuous learning process, then you have to adopt some form of organization other than the one we've had."

Whether or not the Kenora system will prove to be the best "other form of organization" will be determined as the program develops under careful scrutiny — over the course of the next school term.

## Revising P1J1:

# A long-term plan to keep curricula current

Bill Dampier

Next December a group of 55 teachers, trustees, professors, principals, consultants, curriculum specialists, and parents, a group representing virtually every part of the educational community, will have completed a major revision of the curriculum for the 207 elementary schools in Ontario. The result of their labors will be a new version of P1J1, a document that directly affects what is taught — and *how* it is taught — to more than 1.1 million students in the primary and junior divisions. Perhaps more important, the committee that drafts the new P1J1 may provide a model that can be used for continuous review and revision of curricula in elementary schools.

is a most unusual committee, with a most

unusual task: for the first time in Ontario, a curriculum revision committee has been appointed with representation from virtually all segments of the educational community, for the first time the names of the members have been made public, for the first time the public has been invited to participate in the review of the curriculum, and for the first time the committee that drafts the new curriculum guidelines has the responsibility of recommending ways in which they can be implemented.

The first meeting of the committee, on January 25, was the beginning of Phase 2 of the Cyclic Review. Phase 1 began in October 1970. Under the direction of J.R. MacLean, the coordinator of cyclic review, officials have been holding a series of meetings with virtually every public group that would listen to them, including Teachers' Federations, Home and School and Parent-Teacher Associations, School Trustee groups, Colleges of Education, and Teachers' Colleges. They were presented with what Mr. MacLean calls "an audio-visual white paper" designed to spark discussion about what kind of education should be provided for children from kindergarten to grade six. All of the groups — more than 700 meetings were held across the province — were asked to react to a five-page questionnaire. Their answers, more than 8,000 of them so far, fill a small room and are keeping one full-time research assistant busy organizing the information for use by the Committee.

"The questionnaire was a stimulus to get them thinking in different patterns," Mr. MacLean says. "The thing we had to do was convince them of our willingness to listen. We tried to set up the broadest possible channels of communication with as many people as we could".

The answers to those questionnaires, together with research commissioned by the Department of Education with the Ontario Institute for Studies in Education, and a follow-up survey of the people who answered the questionnaire, will help the curriculum committee to find answers to three broad questions: what is the attitude of professional educators, trustees and parents to changes designed to improve the quality of education for the one million children age five to 12 in Ontario, what is actually happening in the classrooms now, and what are the best conditions for the education of pupils in the primary and junior divisions?

The process of writing the new P1J1 — the existing document is a collection of "interim revisions" issued in 1966 while the Hall-Dennis Commission was holding hearings, and in fact some members of the curriculum

review committee also served on the Hall-Dennis Commission — will be difficult enough; but it may turn out to be the easiest part of the committee's job. The members also have the responsibility of determining how the new guidelines can be implemented, and of recommending the necessary support materials that will help teachers prepare to teach it.

To do the job the committee has organized itself into four sub-committees, each tackling one of the broad areas in the curriculum: social and environmental studies, communication, pure and applied science, and the arts. A steering committee has been named to guide the overall direction of the group, and two specialist groups have been appointed, one with expertise in child development, the other dealing with appropriate media for implementing the committee's decisions. Miss Sylvia McPhee and Mr. Hervé Cyr, Assistant Superintendents of Curriculum with responsibilities for Primary Education and Français respectively have been appointed Vice Chairmen to assist Mr. MacLean in coordinating the work of the larger group. Other expert assistance will be called on as it is needed.

The committee will meet 15 times over the course of this year, and its work has to follow a strict timetable. The new guidelines will be available to schools by September, 1973. Such a rigid timetable is necessary because this is a cyclic review, part of a continuing process designed to keep the curriculum in the schools in harmony with the needs of society as a whole. The entire process will repeat itself when a new committee begins meeting in January, 1978, to consider once again changes in the primary and junior curriculum guidelines.

And that isn't the end of it. Preparations are being made now for a year-long "input phase" that will lead to the formation of a committee that will begin in January, 1974, to review the curriculum for the intermediate division, and launch the same six-year cycle of revision and implementation for grades 7 to 10.

Two years later, in January 1976, the same process will begin for the senior division, part of a systematic and frequent review of all aspects of the school program, that, as the present P1J1 points out "marks the beginning of a cyclic approach to curriculum revision in keeping with the departmental standpoint that curriculum development is a continual process."

And as P1J1 also points out, it is a process that teachers — and others — are invited to join.

# "The largest art show in the world" now available to schools

by Jane Nugent

The work of 21 provincial artists has been selected for an exciting experimental art project organized by the Ontario Council for the Arts.

The project has three aims, to provide a new and different art teaching program for the province's schools, to create a project in which local artists can be totally involved, and to make low cost art available at a price anyone can afford.

In the January issue of *New Dimensions* we gave details of the Art Multiples Project which coordinator Bill Poole has described as being "one of the most important things that has ever happened in Ontario."

It began with the Council approaching a number of local artists and asking them to contribute a concept, which could either be in model form or simply an idea, which would be suitable for manufacturing processes.

Mr. Poole said they had asked the artists to consider areas which they found interesting, but for which they'd never had the finances or the encouragement. There was one major criteria and this was that the art could be manufactured and sold within a certain price range, approximately \$4 to \$15.

The art pieces would then form part of a kit which would include a special display, pictures of the artists and their work, plus information about their background and philosophy. Each artists would also be asked to set a number of questions about his work, thus exposing students to several different teachers.

Mr. Poole also described it as "the largest art show in the world", because every school, college, art gallery, hospital, and prison which buys a kit will be asked to put it on display, opening their exhibitions to the public at the same time and on the same day. This has been slotted for October 12. At this point, anyone who likes a particular piece will be able to fill in an order form and send this with a check to a central warehouse.

By the beginning of January the second phase of the project had been completed — the artists themselves were asked to select the exhibition pieces and the number of entries was whittled down to the remaining 21.

Mr. Poole said it was interesting because though most of the artists concerned are essentially two-dimensional artists, "the largest art show in the world" will be predominantly three dimensional.

"This was one of the reasons we decided on an exhibition of 21 pieces," he said. "Originally we had thought in terms of a 15-man show, but after the first 15 pieces had been selected, we realised the exhibition would be somewhat unbalanced, so we kept on going."

The 21 chosen are: Ron Baird, Ted Bieler, Mike Bidner, John Boyle, Louis de Niverville, Mack Drope, Kosso Eloul, Vera Frankel, Wyn Geleynse, Arthur Handy, Mike Hayden, Don Jean Louis, Rita Letendre, John MacGregor, Robin MacKenzie, Kim Ondaadtje, Jacques Schyrgens, Mike Snow, Ray Spiers, Tony Urquhart and Dik Zander.

Mr. Poole said there were several good examples of art which would be better made by manufacturing processes than by hand.

"There's no doubt about it, we've got an excellent range in one use of the media," he said. "There are areas of facetiousness, like Louis de Niverville's inflatable garden. (incidentally Louis is a fine example of an artist being given an opportunity to try something he couldn't have done on his own.) Then on the other side, we have the straight, clean sculpture of Arthur Handy. Probably one of the best examples of the use of the manufacturing process is the work by Kosso Eloul. Again, Mike Bidner's two faces in a box, Mack Drope's wire forms and Ray Spiers' aluminum cubes are all examples of the good use of this process."

Once the artists had been selected, Bill and his team prepared the exhibit, "polished up" the chosen work in readiness to take the show on the road.

"We feel we cannot ask people to buy one of these kits sight unseen," explained Mr. Poole, "so we are providing an opportunity for everyone who wishes, to see the exhibition.

"We are prepared to go anywhere in Ontario to show people this art. Unfortunately we cannot go to individuals, but if a group of schools in Thunder Bay for instance get together, we will take the show to Thunder Bay. We will try to work something out for anyone who is interested, all they have to do is contact us at the Ontario Council for the Arts, 151 Bloor Street West, Toronto."

From now until the beginning of June the Council is concentrating on the schools. At the end of the school year the Council will concentrate on hospitals, prisons, homes and galleries.

"As a matter of fact, we have sold quite a number already," said Mr. Poole "including several to art galleries".

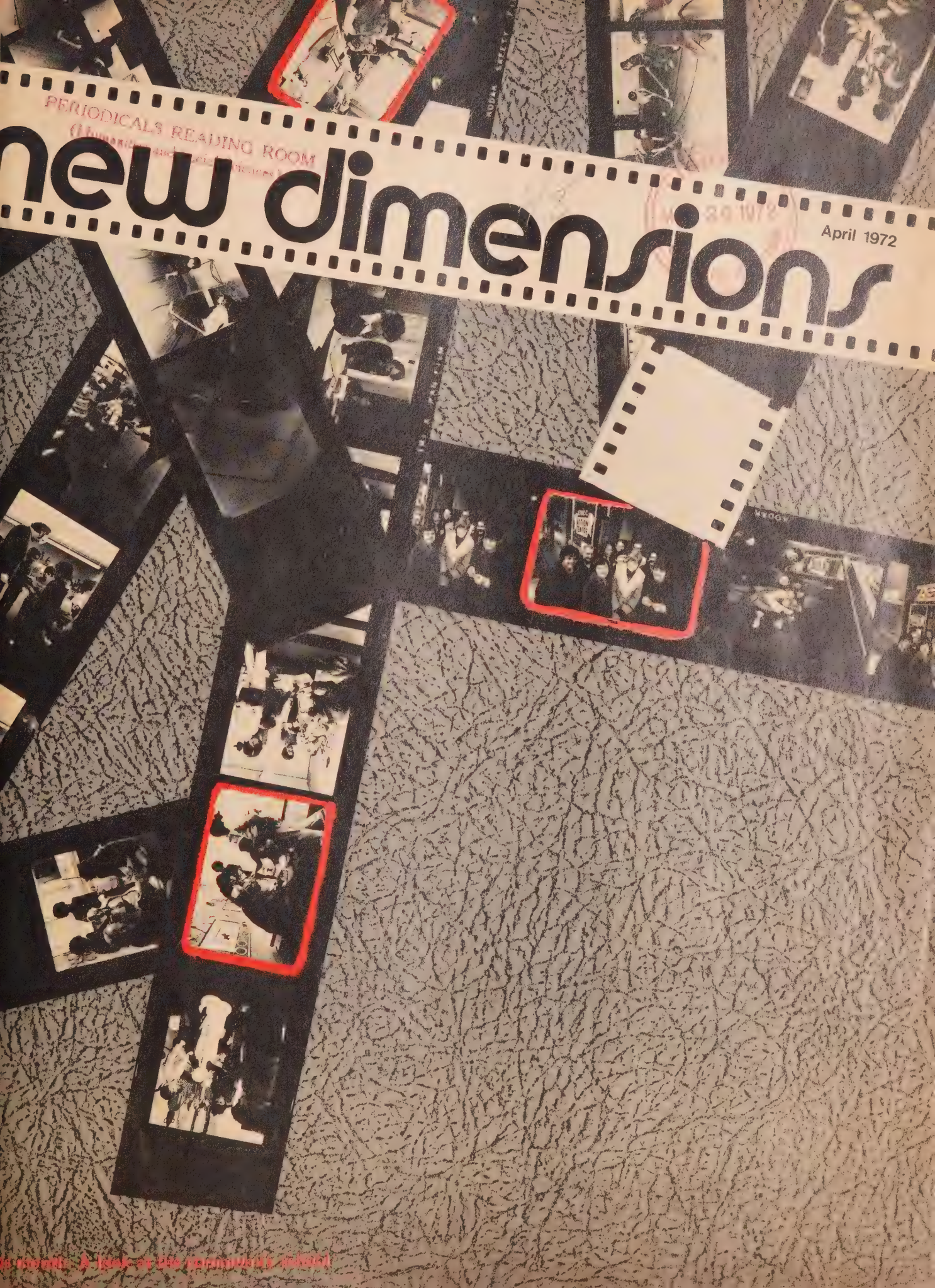
The preparation of the artists' biographies is proceeding in readiness for the time when the kits are sent out.

"We are really striving to keep this as a people-type show," explained Mr. Poole. "We don't want to lose sight of the fact

that while a machine has produced a particular object, a person has been responsible for it to the point where it *could* be manufactured. Consequently we are trying to write material about the artists which will create this awareness."

He said he was somewhat surprised by the amount of interest created by the Art Multiples Project.

"I think this is a very believable thing and all of us can get pretty excited about something we are involved in, but sometimes we have to remember that everyone else doesn't share our enthusiasm."



PERIODICALS READING ROOM  
(Humanities and Social Sciences)

# new dimensions

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## THIS MONTH

Position Paper

In Reply

The Community School.....

... "It's an extremely difficult thing to  
define..", says Dale Shuttleworth

... and the East Windsor Citizens'  
Committee

... and Flemington Road — the first  
of them all

... and Hastings County

... and Toronto's Kensington Market

Schools for Blind and Deaf provide  
more support

Identifying the handicapped child

Recent and Relevant

# POSITION PAPER



The role of a modern school will be increasingly a facilitating one in which, through open channels of communication, the needs of the community are expressed and are incorporated into the program of the school....."

The links between school and community in Ontario date back to the early days of public education.

In the days of the one-room school, the building was used for many purposes — social, cultural, and political; often in fact, it was the only structure in the community capable of holding a majority of local residents at one time. Today, the school is typically a large building with an impressive array of sophisticated facilities. The community is larger, the population more mobile, and the average parent regards the larger system of which the school is a part, as generally remote from his purview.

Despite the relatively few exceptions to this detachment may however, be the beginning of a trend. Schools have begun using surrounding communities as learning resources, and have offered their facilities for night schools or recreational activities. Recently, many a community has begun to renew the traditional bond of interest between the school and the people so that we now see emerging a community school concept. The focus of this paper is the involvement of the community in the life of the school. The trend is apparent; the purpose of this paper is to underscore the desirability of educators at all levels, undertaking active roles to ensure that the trend assumes a direction beneficial to the students of Ontario and indeed to all residents.

Each month Dimensions presents a "position paper" prepared by officials of the Ministry of Education on topics of interest and importance. It is hoped that through this device, and the reaction it generates the Ministry can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The document that appears in this edition discusses community involvement in our schools.

## The Role of the School

As a central community institution, the school was primarily designed for children and youth as a place in which education was thought to take place. The role of a modern school will be increasingly a facilitating one in which, through open channels of communication, the needs of the community are expressed and are incorporated into the program of the school. This new role brings with it a need for more mechanisms through which community priorities can be channelled. The overtures must come from both school and community. At present, there is a need for the community and parents to re-think what they expect of the school and what their place in it will be. To discuss their joint obligations the school may well initiate channels to encompass those agencies, groups, and interested people whose voices need to be heard. Community involvement suggests that local people have a contribution to make in terms of information and expectations in all aspects of the school life.

## The Educator

The educators, like other professionals, have been regarded as solely responsible for their professional practice but recently, people in the community have become more knowledgeable about their society and desirous of making a contribution. Such a desire to participate however, is often amorphous; to ensure a desirable directive it needs to be met by helpful cooperation from educators. Community involvement in the life of the school provides a meeting place for all ages, occupations, and interests. The notion of community involvement opens opportunities for learning not only by students of traditional age but by all those desirous of learning. Many school buildings have valuable facilities for recreation; some offer a vast array of other learning opportunities with facilities in home economics, art, music, sewing, technical shops, science laboratories, theaters, and closed-circuit television.

As indicated, the Ministry will welcome comments from all interested persons about these proposals. Letters dealing with the matter should be addressed to:

The Deputy Minister,  
Ministry of Education, Ontario  
P.O. Box 560,  
Postal Station F,  
Toronto 182.

and marked: "community schools."

With these facilities and with respect on both sides, school and community may join to offer an atmosphere for learning. The greatest benefit is the encouragement in the community of a positive attachment; a feeling of belonging and a shared identity with the school.

Within the foregoing rationale, this paper will raise issues for consideration and comment concerning the community school.

## The Involvement of the Community with the School

### Objectives

So far, this report has indicated a general but undefined trend toward community involvement in the schools. If educators can analyse and direct this trend into productive channels, a promising future may be predicted for Ontario education. To achieve this however, the educator should have a clear idea of where the trend is taking the school and why.

The first criterion ought to be a natural growth: the school that becomes a community focus should do so because of a natural development rather than because of artificial forcing. For such a natural feeling of unity, there ought to be:

1. an expressed desire on the part of local citizens to utilize the school as a community resource;
2. a compact body of potential users within a reasonable radius of the school;
3. a large enough group of interested citizens to warrant the formation of a class or club;
4. the appropriate facilities in the school;
5. willing and capable leaders in both school and community.

Once need is established, educators should decide the ways in which they can accommodate the new circumstances. The school should be able to respond to the needs of the community and at the same time utilize the

continued

community as a resource; only with such a balance can real interaction between school and community occur.

Even with a need established and a broad objective to achieve balance, the educator must clearly define the objectives of a community program before taking part in one. The following objectives appear to be fundamental for any such program:

1. The optimum education of the students attending the school through:
  - (a) dialogue with the community leading to school programming that reflects community interests and needs;
  - (b) provision of volunteers to assist the school staff to meet its objectives;
  - (c) use of human and physical resources outside the school;
  - (d) improved understanding that leads to support for the schools from an informed citizenry;
  - (e) improved school physical resources as a result of shared use of facilities.
2. Provision of opportunities for all citizens of the community to make use of the school facilities for educational, recreational, and cultural pursuits;
3. Maximum use of existing school facilities.
4. A community populace rich in social, recreational, and cultural skills.
5. Reduction of the isolation felt by some citizens.
6. A variety of activities to occupy the increased leisure time available to all citizens in the area.

### The School Community

In practice, the concept of *community* appears to vary depending upon the type of school, the type of physical community, the philosophy of the principal of the school, and whatever services and facilities are available in the community.

In many schools the definition of community is limited to the parents of the students who attend the school. Some attempts are being made to develop the concept of community school in a *family of schools* involving a secondary school and its related elementary schools. This is likely to be more easily done in urban areas where all schools are in reasonably close proximity but highly successful programs exist in a number of rural areas.

A significant number of schools have already adopted a wider definition of community to include both people and physical facilities.

This broader definition encourages the use of learning resources outside the school by students and teachers, the use of members of the community in the school as resource persons, and the relation of educational objectives to a wider spectrum of the community including local business and industry.

Virtually all schools have been viewed for some time as a physical resource for use by the community although the degree to which such use occurs varies widely. Use includes night-school programs, recreation programs in gyms, pools, and other athletic facilities and meetings of community organizations such as Cubs, Scouts, Guides, Brownies, service clubs, and political organizations.

There is now a definite trend toward the use of such facilities during regular school hours, provided that space is available.

The application of the community-school concept to all schools creates a dilemma for the secondary school in terms of the school being a resource to the *community*. The elementary school, because it typically serves a much smaller area involving far fewer people, seems to offer a more natural focus for community school activities.

### People and Involvement

#### The Principal

The key person in the development of the community school is, of course, the principal. With personal and professional security, and belief in teaching as a humane activity, the principal is sufficiently flexible to develop and adjust as needed. The community school principal willingly goes out of his school to meet community groups, and encourages the community to come into the school on an almost casual basis by fostering an atmosphere of openness and easy accessibility. If the principal, by law or tradition, is held responsible for the conduct of all the activities that take place in his school, then two questions seem appropriate. The first is: *Should he be prepared to put trust and responsibility (for the activities that go on in the school) in the hands of other people, both educational professionals and the community?*

The second is: *Should he be ready to provide guidance and encouragement to his community, as well as information regarding his policies and problems?*

He may be a principal with a belief in the involvement of interested citizens, and may in fact, have created channels of communication by instituting a community council to advise the school and to aid decision-making. Administrative or decision-making decentralization of any institution however, should not be taken as synonymous with

community participation or *community control*. In some instances indeed, a decentralized body that lacks real and sufficient decision-making authority merely frustrates members and can lead to apathy or revolt.

The changing role of the principal has a number of implications: the importance of new relationships that require skills in dealing with others in an open, communicative way; the benefits that accrue to the school and staff who can grow and work with the community; and the extent and nature of a principal's orientation and education for community involvement.

### Teacher Preparation

How should teacher education be influenced by a community involvement focus?

An increased emphasis on community involvement may be necessary in order to cope with the urban community, with racial and ethnic community aspirations, and with poverty, both its causes and cultural implications. More attention will need to be paid to all types of deprivation of the child and the community.

In the past, teacher education often carried the assumption that the teacher's knowledge was the prime factor in his success. Today, other qualities are perhaps equally important. It can be argued that a prospective teacher needs to spend some time relating to adults, groups, agencies, and the community at large to gain a larger perspective of the school's role in the wider world.

Some teachers may feel threatened by outside contact; such individuals need encouragement through successful relationships with the community. To feel secure and be effective, a teacher needs a fair and stable situation; he should be informed, involved, and certainly exposed to the ramifications and expectations of the community involved with the school concept. His knowledge of programs and agencies other than his own will help him to select and utilize the facilities, activities, or persons to enhance the educational experiences of his students. His role will represent a key position in the development of the sense of community in his students and in the parents with whom he works. Still unexplored in the educational process is the area of information available to children from fathers, mothers, siblings, peer group, and others. The community-oriented teacher will be in a position to bring such persons into the school and to help them develop skills in working with children and other people and to enrich the whole educational experience.

herent in any system that strives to develop responsible action and commitment by individuals is a process of skill acquisition, growing self-confidence, and the assurance that comes with trust. As a consequence, teachers who are to develop such competence will need opportunities to learn leadership and human relations skills and to have available an array of appropriate professional development opportunities.

The new role will be a demanding one, often frustrating but sometimes spectacularly gratifying. Because of its implications in terms of changes in classroom method, adjusted school-as-a-community relationships, and more intense and frequent involvement with aspects of the larger community, the teacher may be considered to have an even more full-time position than ever.

A major factor in the success of any community program will be the selection of appropriate staff, who can help the community to identify needs, to isolate problems, and to implement solutions related to community-based programs. Through either the actual program of the community school or through the initiation of programs and opportunities through other agencies and institutions, the school can play a facilitating role.

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### The School as a Facility

To date, relatively few schools in Ontario have been designed with the needs of the community other than the school-aged children in mind. For the most part, community programs have developed in schools only where the facilities happen to fulfill a need for the community as well.

In the design of both elementary and secondary schools, there has been a tendency in recent years to make sure that such facilities as gymnasias, auditorias, swimming pools and to a lesser degree, libraries are readily accessible from the outside of the building. Traffic patterns are planned so that these facilities can be more or less isolated from the rest of the building. Such physical arrangements imply that only certain parts of the school are for community use, thus tending to discourage a broadly based community involvement.

A recent trend is the development of the so-called purpose-built school. In the context of community schools this term is defined as a school built throughout with a view to its use by the entire community as a

vital resource and learning center. This phenomenon is not yet under way but the concept is being seriously considered and plans are going forward in a number of Ontario communities, particularly in high density urban areas.

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### Financial Implications

Under the enlarged county and district school board organization, grants are given to school boards so that they can spend the money received in accordance with their own particular needs. This means that many boards need to evaluate existing programs in order to free dollars for programs which demand higher priorities. Consequently, if costs are incurred for a new program in addition to those normally associated with the day-to-day operation of a school system, funds must be found within the per-pupil expenditure ceilings.

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### Evening Courses of Studies

Ontario Regulation 191R.R.O. '1970, Section 11, provides authority for a board to establish evening courses of study. The courses to be offered, the number of sessions, and the length of time per session are all determined by the board.

School boards record the attendance of these students on class registers provided for this purpose. Provincial assistance is provided in the same manner, as if the student were in regular day-school attendance, except that since he attends on a part-time basis, his total attendance is converted to the equivalent of full-time attendance.

The Ministry feels that as we move ahead the following considerations must be given full attention:

1. Public involvement in education is likely to increase over the next decade. The tide of increased citizen concern expressed to institutions will grow, regardless of the educators' wishes. Where institutions are able to respond to public desire for involvement however, change will take place in a desirable way. Where channels are not open, frustration and anger can be the result. Community councils, Home and School groups, and planning committees can provide the necessary channels.

2. Populations will continue to be mobile and the school can expect communities to lack the stability, homogeneity, and permanence that once characterized our society. There will be a growing sophistication and generally higher national educational levels. New ideas and changing attitudes can be expected to threaten the status quo, and basic assumptions will be questioned. What was thought to be radical yesterday will be

orthodox today, and old hat tomorrow. Responsive innovation will be demanded in such areas as greater community-school planning, use of time, program scheduling, community program offerings, joint projects, and facility planning.

3. As the public becomes more involved with its institutions, and in this case education, higher levels of competence and responsibility will be expected of educators by the community. The people who become involved in school life will have expressed needs requiring educators to learn new skills to accommodate themselves and their institutions to changing circumstances.

4. In the past, education acted in response to community needs as they were perceived. Yet the educational expertise of some school people has tended to act as an impediment to communication with the layman. This has been the case in medicine as well as in law. The citizen is now demanding greater participation and a more immediate response to his needs from the experts arrayed to aid him. The phenomenon of consumerism, which began in the middle '60's to influence the business sector, can be expected to encompass the professional sectors of law, medicine, and education. In effect, the school will need to accommodate user demand to a much greater degree than has been the case. Indeed, notions of who is a school user will be broadened in the future to include a much larger segment of the community.

5. Available finances and expenditure will be based on social imperatives. Education will need to line up with all the other institutions and agencies requiring resources. Under such circumstances educators will need to make trade-offs of expenditure to accommodate the most pressing priority among a number of competing priorities.

6. Educators will become involved in the community process and will need to understand the community political scene more than they do at present. In using the word political, partisan politics is not suggested so much as local patterns of influence, authority, and power, which with wider citizen involvement will be more and more evident. Conflicting demands, contradictory positions, and strident voices will be heard. The school people will need to realize that managing conflict and dissonance will often take place in a political climate through a political process. Educators who have acted in a

narrow political context and range will be faced with much more broadly based political activity in this sense.

7. The educator will need new skills of human relations in order to work with a wide range of people; communication of ideas will be essential. The schoolman in the past communicated with his class or his colleagues on topics well understood without a great deal of interpretation. As more and more people from every part of the community relate to school however, the need for communication will increase. Knowledge of different media, how they work, and how to relate to them will be a valuable skill needed by the educator when explaining programs, community progress, and issues about which the community wants and needs information.

8. As community involvement in schools increases, there will be a corresponding rise in demand for people trained to work with the community. Teacher education will include an emphasis on the community, its needs, and the ways of working with it. In addition, more inservice opportunities will be available for experienced teachers and principals to increase both their knowledge and skills in community-school activities. Some school boards already appoint individuals to work with the community and more will likely do so in the future. Such community service personnel may be teachers, social workers, community development officers, recreationists, or agency workers with training in social service activities.

9. Schools will differ from the past in the matter of both hours and style of operation. They may be open 24 hours a day with a number of community groups offering programs to those who are free to attend after shift work, very late at night or in the early morning, as well as programs throughout the day. Year-long operation will likely be more widespread with year round community involvement.

10. As the citizens become involved in the life of the school in ways appropriate to the community, great potential for education in the broadest sense will be realized. The community school will lead educationally to a fulfillment not approached since the school formed the hub of each pioneer community.



## to the December and January Papers

### December

Our administrative officials have studied this "position paper" carefully and it is noted that there was general agreement with the specific proposals outlined. However, it is the considered opinion of our administrative officials that the implementation of the specific proposals will involve considerable additional costs. It would indeed be unfortunate if other services were to suffer because of lack of proper financing. Our hope is, therefore, that the Ministry of Education, Ontario will insure adequate additional funds for the implementation of the proposals outlined, with particular reference to Proposal No. 15.

I trust that this reaction will be of some assistance to you and your staff in your deliberations.

J.A. Gummow,  
Director of Education and  
Secretary-Treasurer of the Board,  
The Middlesex County Board of Education,  
747A Hyde Park Road,  
London 73, Ontario.

My present understanding of the positions forwarded under Specific Proposals causes me some concern in regards to our situation. I am therefore responding to the "position paper."

*Proposal 1.* "The development of the school board as the recognized . . ." I have noted that "school board" is replaced later on in the recommendation with the term "board of education". I would hope that separate school boards' rights to provide appropriate elementary programs for the children of their supporters continues to be recognized.

Some years ago when Retarded Childrens' Authorities came under boards of education and secondary school funding I believe separate schools were denied the

New Dimensions is pleased to present reaction to two of the Ministry's "position papers". In this issue there are comments on December's paper on Special Education and January's paper which discussed proposed changes in the Certification of Vocational and Occupational Teachers in Ontario. Space limitations prevent running all replies, but each person writing to the Ministry in response to a position paper will receive a reply from Dr. E.E. Stewart, Deputy Minister of Education.

right to educate this segment of their children. One can argue that separate school trustees representation at the secondary school level assures that right, but I think this is a legalistic answer. The reason secondary funding was employed, in my opinion, was to relieve some of the financial burden associated with the program for retarded children. If there is an educational reason why retarded children at every age should be equivocated to secondary school pupils it escapes me.

Plainly, separate schools are denied the necessary resources and professional program control under this funding pattern. We have no voice in program construction, evaluation or process. If the same secondary school funding pattern is used in transferring Ontario hospital schools, correctional institutions, treatment centers, etc. to school board jurisdiction, I believe that separate school supporters will again be denied their rights.

There are workable alternatives. At present we are able to purchase services for Special Education placements when it is efficient to do so. Under this arrangement if our board does not agree with the program philosophy or the practices employed it can take some action. Admittedly not much program control exists but choosing or not choosing to purchase is a measure of control.

I suggest therefore, that rather than use secondary funds and exclude separate controls a "weighting" factor be applied to elementary grants for elementary pupils being serviced. This is only fair recognition that heavier costs are incurred in specialized programming and certainly has precedence in the provincial grant scheme. Separate schools would then be able to purchase service for pupils in Ontario hospitals, or public schools could purchase service for their pupils if it is appropriate for the separate schools to mount the program.

*Proposal 6.* "The creation and implementation . . ." and *Proposal 9.* "The provision of development grants to aid . . ." should be

one proposal. Unless growth is incorporated into an overall plan of development within school board's priorities, I believe the ninth proposal would give birth to some remarkable "innovations" which may serve pupils already serviced under programs not recognized as "developmental". I concur with our need to develop, experiment and evaluate; we really understand little about our pupils' needs or even the validity of the expectations we hold for them. I fear however, unless both proposal six and nine are considered as one proposal "developmental" resource allocation will be too subject to "fads" and "popular causes" rather than solidly developed programs based on demonstrated needs.

Where school boards have developed long range plans based upon demonstrated needs I believe that direct funding should be provided to the board or that a recognized plan should serve to raise both the grant ceiling and the expenditure ceiling of a board.

don't mean to set forward that Special Education should be given a hallowed exemption from a board's priorities through special funding. I do believe that where need exists and where effective planning has been completed, incorporating professional evaluation, grants should encourage implementation. At present we seem more professional about planning buildings than we do in planning our programs. Could we not adopt the same approach to the approval of program funding as we presently do to building and make boards accountable through evaluation for the success of their programs?

proposal 17 . . . "central child" registry . . . frightens me. I find this proposal strange in light of what I'm told the new OSR practice will be. When one considers the questionable reliability and validity of our testing instruments and the varied interpretive skills of the administrators of such tests I could not professionally justify a registry.

Further: I would add these proposals: Our system spends a great deal of time and significant resources in gathering information on new Special Education trends, programs, etc. As a result we usually know what is happening in Texas or New York but not always what is happening two counties away. A newsletter, featuring worthwhile practices in Special Education for the province would be a valuable source of information. This need not be a glossy type magazine and might be more valued if it weren't. I realize much of this information can be acquired from magazines like New Dimensions but I feel it would be more usable if it were collated for "Special Education" alone.

legislation was recently changed to permit school boards to purchase service from

one another. It happens rarely in our situation beyond practices which were already active before the legislation changed. Administrators find it time-consuming and expensive to accommodate pupil needs beyond their system's resources. Admittedly there is also an element of empire-building operative in providing "our-own" service.

On first thought I felt that this could be co-ordinated through the regional office in some fashion. I doubt now that it could work in that way unless considerable discretionary power is given the Regional Director. Should the Ministry provide additional funds to board's purchasing service in recognition of the increased coordination and planning time, not to mention billing expenses, etc. I believe this would encourage more active and effective cooperation. Rough calculation leads me to believe that we spend \$100.00 per pupil more annually in secretarial and coordinating costs when we purchase service.

R.F. O'Neill,  
Area Superintendent,  
Middlesex County Roman Catholic  
Separate School Board,  
P.O. Box 517,  
401 Queens Avenue,  
London, Ontario.

## January

The proposed changes contain fundamental changes of direction. The two most striking of these are first the Ministry's new view of "specialization" and second its apparent loss of faith in industrial experience as an essential qualification for a teacher of a technical or vocational subject.

If over specialization is a problem, perhaps current certification policies have been largely responsible. Many technical teachers who would have preferred to gain competence in associated fields have over the years, channelled their efforts towards gaining general arts degrees. This, by reason of monetary reward, seemed to be the approved path to take. The proposals show a change of thinking toward the broadening of technical background which will be welcomed by many teachers.

Over the years, men and women in the technical and vocational field have built credibility and authority with students and colleagues based not solely on a "trade", but on an industrial background of day to day problem solving under pressure. This credibility will surely be damaged by entry of personnel with as little as one year in the field. One sees technical teaching at the night school level moving toward straight text book interpretation and dilettante projects.

With the advent of ever wider option choice, the project technology approach, and now a grade 13 technical option, a broadening of the technical teacher's background is certainly indicated, but surely the soundest way to achieve this is to build on a proven specialty with spare time study and inter-visitation. If technical programs in the secondary school are to be more than mere relaying of text book content from one generation to the next, the student is entitled to be instructed by teachers who have truly experienced the application of technology.

The average graduate of a technological institute or university engineering course spends about two years just "finding his feet" in an industrial operation and is not ready to give of his best in the teaching field. A candidate for technical or vocational teaching should be required to work for not less than five years in the field before the granting of a *basic* certificate.

Technical Teachers,  
Cedarbrae Collegiate Institute, Scarborough,  
550 Markham Road,  
Scarborough, Ontario.

I would question the value of reducing the work experience from seven years to five years. If anything it should be lengthened as it provides a background in which the teacher can resort to for lesson material. Any apprentice will tell you it takes about one year after you complete an apprenticeship before you know the trade, and after that you get the experience you need.

I would also question the new methods to test a person's proficiency. If deficiencies occurred, then under the new proposal the candidate would learn to correct them in college while being trained. If the candidate is not proficient he ought not be teaching in the first place.

Why do you make a distinct difference between an engineer, a technologist and a skilled tradesman? Don't they all have valuable ideas to offer? Why should some get a Type "A" certificate at the end of their training year? A skilled tradesman has had to spend four years in an apprenticeship program.

I do however, agree with your idea of the seven technological clusters. The construction cluster should be broken down into maybe two areas such as Building Trades and Mechanical Trades.

I do hope that you will find this information useful.

Ken Holmes,  
Essex District High School.



## The Community School:

# **"It's like asking someone to define learning," says Dale Shuttleworth**

by Jane Nugent

One person who has had as much to do with the development of the community school in this province as any other is Dale Shuttleworth. As a social service consultant working with the North York Board of Education he helped the emergence of the province's very first community school, Flemington Road Public School (see story).

Now, almost seven years later, Mr. Shuttleworth is assistant chairman (Bill Quinn is the chairman) of the Toronto Board of Education's Task Force on community school education. And more than ever he believes that the community school *is* the future.

Talking at the Task Force headquarters in Oak Street, Toronto, the site of the Oak Street Community School due to open next year, Mr. Shuttleworth said that increasingly we are looking on the educational experience in its total context . . . as a life experience.

"It's very natural to be as much aware what goes on in the community as what goes on in the school," he said. "The two of them merge into one. This has been evolving over a period of time and it's more dramatic in some situations than it is in others. But I think the thing about this whole question is that these types of experiences grow out of the particular needs and interests of the people who live in the community."

He said there are some people who are very happy with the traditional system of education and see no need for a change — that's still community involvement. He also mentioned another situation where a group of about 100 parents decided they wanted to form their own school, develop their own curriculum and hire their own staff, even though they do not come from the same geographical neighborhood. The school is to be known as the Alpha Public School and at the moment the committee is looking for a suitable site.

"Community school is an extremely difficult thing to define because it's like asking some-

one to define learning," said Mr. Shuttleworth. "It has lots of elements. It's community development. It's child centered learning experiences, but it also branches out into the needs of individuals — the needs of parents and teachers.

"It can be what a school does after traditional hours. A lot of programs that have gone in this direction have zeroed in on the community use part of it and I think there's some confusion here. People will say, 'a community school means that the school is open after hours'. That really isn't anything new, and think that is just one tiny part of it. The very start of a program like this is the main action in the drama getting together, then if they have a priority to open the school after hours and learning to work together, that's good. But what I'm getting at is that their priority can be anything — a particular reading problem, a drug education program . . . it's basically relationships."

He thought community involvement in the low income areas was an absolute necessity. "I suppose people in the upper income bracket have always been very involved with their schools and there hasn't been the difference between parents and teachers the way there is in some inner city low income areas. If the teachers are going to be able to function adequately in these areas, there has to be a closer relationship."

Community involvement in the curriculum is also gradually coming more and more to the fore. "We are not entering into the area of curriculum as equals," says Dale Shuttleworth, "because obviously teachers and administrators in education have had a vested interest in this area for a long time. Certainly the curriculum content was all controlled at the provincial level but this is now changing rather radically and if you look at HS1 for example, you will find there's very much more encouragement for direction to come from the local levels.

"Although, as I said earlier, community involvement to some people might mean

different things — permissiveness, or to others a very structured even authoritarian place, I think it is usually a balance. You have to remember that this is comparatively new . . . we are not talking from long experience. But the first thing that becomes apparent when people sit down to talk about curriculum is that there is really no consensus of opinion, therefore the schools become much more flexible places. I've found too that when community people have an opportunity to be involved, to have a source of information and become interested and excited about some of these issues, they become very well informed and their decision making can be very adequate."

The Task Force, which is due to present the Toronto Board of Education with its final report has been involved in many activities since its inception but more recently Mr. Shuttleworth has been directly involved with the Oak Street Community School.

He is also beginning to help plan the summer school course . . . Community School Development, of which he is principal and which will run five weeks from July 3 to August 4. The course is sponsored by the Ministry of Education and further details can be obtained from Mr. Jim Doris, Curriculum Branch, Ministry of Education, Ontario Mowat Block, Queen's Park, Toronto 182. Mr. Shuttleworth was also principal of three previous courses entitled Compensatory Education.

"This new course is really an outgrowth of the earlier title," explained Mr. Shuttleworth. "One of the main areas of the old course was community school relationships. It became very apparent to me that what we had to have was a type of experience that gave teachers an insight into the wider learning environment, which would be the school in context with the community.

"To some extent we are building from the experience of the Compensatory Education course, but I would imagine that we'll strengthen, build further and also go into some new areas — one of them being the whole area of communications."

He said the course is open to teachers from kindergarten to grade 13 and will cover the role of both elementary and secondary school.

"We are interested in having more than one person attend from a school. A team composed of the principal, a resource teacher, the vice principal and the guidance counsellor would provide them with the opportunity to do some joint planning during the summer."



Keith Malcolm, Director of the recreation facility and Paul Gervais (right) principal of the school

## The Community School:

# ...and the East Windsor Citizens' Committee

photostory by Bill Dampier

The term 'community school' is almost deliberately vague, a catch-all phrase with any of a dozen meanings. But 'community action' is quite specific; it connotes a group of neighbors who have organized themselves to work for something they want. In the case of the EWCC — the East Windsor Citizens' Committee — they wanted a community school, a new one. The way they got it is a near-classic example of community action.

East Windsor, or at least that part of it served by the EWCC, is one of the older sections of the city. Bounded on three sides by railway tracks and on the fourth by a mammoth Ford plant, bisected by Drouillard Rd. and fragmented into a dozen different ethnic groups, the 1,100 families who live in the area share two things: propinquity — the population density is about 50 per cent higher than the rest of Windsor — and poverty. The district has seven taverns but no parks, no movie houses, and, until the new Holy Rosary Education and Recreation Center opened at the end of the mid-winter break, no recreation facilities of any kind.

The area *did* have two elementary schools, one of them, Holy Rosary, the oldest elementary school in the Windsor Separate School

system, serving the 45 per cent of the population that is Catholic.

The EWCC followed the usual pattern for such groups. There was initial enthusiasm for "community organization" and large meetings then a slackening of interest, and finally a small group of more-or-less steady workers who kept the thing going. The organization remained active, partially because of a small grant from the Windsor United Community Service, although the number of members and active workers was small.

The citizens organized a housing survey, for example, which showed, to no one's surprise, that living conditions in the area were sub-standard, that municipal housing regulations were not being enforced, and that tenants were afraid to complain about poor conditions for fear their rents would be increased. The school, a two-and-a-half storey building of 19 classrooms, was built in 1922 and last renovated in 1927. It was in poor condition, badly in need of repairs estimated to cost \$205,000. Many classrooms were without electrical outlets and had to be served by extension cords that stretched across hallways from one class to another; the heating and ventilating system had to be replaced; thermostats didn't work and in some classrooms the temperature hovered close to 90 degrees; plaster crumbled from ceilings, and in some rooms there were holes smashed through walls.

But the building was structurally sound, and the Ministry of Education refused a request from the Windsor Separate School Board — sparked by pressure from the EWCC — to rip it down and build a new school.

The citizens mobilized for a little "confrontation politics" — "we threatened to yank the

continued

kids out, we threatened to picket Davis, city hall; the Separate School Board, anything," one mother recalled — but it wasn't necessary. Windsor civic officials — notably mayor Frank Wansbrough — interceded with Premier William Davis, then Minister of Education, and it was decided to build a new school.

But the new school wasn't the end of it. The citizens had specific ideas about the kind of school they wanted, the kind of curriculum it should follow, and the facilities that should be included. They wanted a "community school" and sent people to other cities to investigate community schools being operated there. They wanted a curriculum which "would make the kids like school and want to stay in school", and held meetings with educators to plan how to achieve that aim. They wanted a community center that would provide recreational facilities for all of the people in the area, not just students and they wanted a swimming pool.

"We used to have to open the fire hydrants, it gets so hot here in the summer," Gino Marcus, a worker at the nearby Ford plant, and one of the earliest members of the EWCC said.

The decision to build a new school was taken in June, 1970, and that summer a group of mothers, working with a local architect who donated his talents, drew up a set of plans for one building which would house both a school and a community center. The plans included a swimming pool. The group persuaded the city and the Separate School Board to share the cost of the building — the school occupies roughly two-thirds of the floor space, and the Separate School Board paid roughly two-thirds of the \$900,000 building cost. And at a packed meeting of the Windsor city council, 110 members of the East Windsor Citizens' Committee stood and cheered when they persuaded the city to spend an extra \$117,000 to include a swimming pool in the plans.

The results of all this activity, stretching over more than four years, stands at 1168 Drouillard Rd. It is called the Holy Rosary Education and Recreation Center — not a school and not a recreation center, but both — and on March 27 some 320 students from kindergarten to grade 8 started taking classes there for the first time. The recreation programs will begin May 1, under the direction of Keith Malcolm, the city-paid Recreation Director.



Theresa Latouf (left) and Elizabeth Marcus, both long-time organizers of the EWCC

The Center is a very tangible monument to the determination of a group of citizens; it is also a success story that encourages them to help themselves in other areas. The mothers in the area have organized a "head-start" program for pre-schoolers for example, financed by a Local Incentives Program grant. Another LIP grant is financing a survey of community resources and needs that hopefully, will help break down some of the cultural barriers between the ethnic groups in the area, and provide an indication of the kind of programs the recreational facilities should provide. Now that they've got their new Center, the citizens obviously have no intention of standing around and letting someone else run it for them; they want to be involved.

The East Windsor Citizens' Committee didn't get that new school/center by themselves. They had help, from the Windsor United Community Services Committee, which helped them get started, from the Separate School Board and the City Council, which supported them, and from the Youth and Recreation Branch of the Ministry of Education, which hired consultant John Jamula to work with the group. But the EWCC provided the cement of community interest which held the project together.

Part of their success was due to their tactics. They avoided direct political action and confrontation, and relied instead on the power of persuasion, backed by carefully-researched, fact-larded briefs.

"When they have something they want done, they can get a crowd together to stand on the corner and holler 'Hey rube'," Holy Rosary principal Paul Gervais says.

"But they also do their homework very, very carefully. And you have to give them credit

for sticking with this thing over a long period of time."

The result of their efforts is the Center, looking incongruously fresh and new in the drab surroundings of Drouillard Rd.

"It looks," said Gino Marcus, searching for a metaphor over a glass of beer in a tavern a few steps from the Center, "it looks like an oasis in a desert."

Significantly, in an area where janitors in the old school spent part of every morning sweeping up glass from broken windows, there has not been one case of vandalism during the year the Center has been under construction.





John Cadieux, community school director, plays pool with Flemington Road students

## The Community School:

# ...and Flemington Road—the first of them all

by Jane Nugent  
photograph by Tibor Kolley

After seven years, the staff and residents living in a radius of Flemington Road Public School, Toronto, can claim to be more experienced than most when it comes to operating a community school. In fact, Flemington Road's claim to fame is that it was the very first community school in the province.

If the evolution of the community school is thought of in three distinct phases . . . the community use of the school facilities, the coordination of all the services available, and finally, a more complete involvement in the school and the school curriculum by parents and volunteers, then Flemington Road is already into the third phase and therefore well on the way to total intergration.

Principal James Montgomerie, who has been at the school for two-and-a-half years, says the person who has learned most during that time is himself. He talks most convincingly about the community and parent involvement in the school's curriculum.

"Curriculum is almost an individual thing and if the curriculum of a school is reading and arithmetic, then the community can become involved in curriculum simply by helping a child to learn to read," says Mr. Montgomerie. "To my way of thinking, one child learning to read is curriculum, and if a parent or volunteer can help one child, he is involved too."

Quite a number of volunteers are now working with the children and concentrating on

that very thing, on a one-to-one basis.

"Before they actually go into the classroom they are assigned to the resource room for a time," said Mr. Montgomerie. "There they learn something of the philosophy of the school and the method we use which is known as reality therapy. We have attempted to use the power of love if you like, as opposed to force to make the school a place that helps the students develop realistic ways of behaviour. We've found out that force doesn't develop anything except force, resentment and hostility."

When the volunteers are ready and have been approved as suitable to work with the children, they become what Mr. Montgomerie describes as super teacher aides. Although they also do some of the more mundane tasks usually associated with teacher aides such as mixing paints and clearing up, they also have an opportunity to actually relate to the children.

"Of course once you get them trained to recognize that they do have a contribution to make, they quit and get a job, so all we are really doing is training people to become useful members of society," said Mr. Montgomerie. "This is not a bad thing. In fact it's probably a great deal better than the original objective which was to get them into the school to help the teacher. This way it fits perfectly into the school's role, which should be a place where *everyone* can learn."

Throughout the day there are always some volunteers at Flemington Road — the ladies of the National Council for Jewish Women make a valuable and more important, reliable contribution . . . "they never let us down," commented Mr. Montgomerie. Then there are people from Seneca College of Applied Arts and Technology, York University and the School of Nursing. The Menonite Central Committee also has a heavy commitment, supplying a teacher aide to the school, two volunteers to the day care center, a community worker and as of this month, a married couple who will work in the community. The Committee is also responsible for the organization of the hot lunch program and supervise the students going from the school to the nearby Community Center building for the lunch break.

The Community Center and the school are used every night and their functions are often so combined that it is sometimes difficult to think of them at separate entities. For instance, the teen club is held at the school on Monday, Wednesday and Thursday and at the Center on Tuesdays and Fridays. Also shared are two LIP projects — one, on dressmaking and sewing, is under the direction of two girls from George Brown College of Applied Arts and Technology. The other, called Minus-One, involves trying to determine the needs of single parents in the community. Single parents account for 30 per cent of the local population.

"In the main, activities are divided, the Center being used for many of the meetings and the school for other things," explained Mr. Montgomerie. Just to give you some idea of the numbers of people involved in community school work, in 1970-71 there were listed, 41 volunteers and 12 paid staff people — community residents.

"One of the things I like about this place is that there are no clear job descriptions. Just because I happen to be the principal doesn't mean that my responsibilities lie solely within the school," said Mr. Montgomerie.

After seven years it is obvious that the advantages are many, and as Mr. Montgomerie sees it, it is the best thing that could ever have happened to the community . . . and to the school itself. Not the least on that particular list would be the fact that there has only been one broken window at the school since Christmas . . . and that was an accident . . . compared with the days when vandalism in the area could only be described as chronic.

It all seems to be indicative of the new feeling of sharing and cooperation which has done much to boost the confidence and morale not only of individuals but of the area as a whole.



The sewing and dressmaking class in progress at V.P. Carswell Public School, Trenton

## The Community School:

# ...and Hastings County

by Jane Nugent

It is several years ago that the Hastings County Board of Education committed itself to the concept that "Schools are for the People". This was due both to a concern and need expressed by residents of the county coupled with the foresighted approach of the trustees and administration of the Board itself. And under the guidance of the Director of Education, Eric Runacres, the Board is moving steadily towards total community and school unity.

"The school and the community are inextricably intertwined," says Mr. Runacres. "When I talk to my staff, I always talk about the school community. One cannot exist without the other, so we are trying to assess the total need of *all* the people in the community.

"We, the educators, are cast in a whole new role and we have got to remember that we are not the sole keepers of knowledge, and to accept this is to open our doors and use outside resources in the best possible way. There are people on the horizon saying, "unless you let us in, we will do away with you." We had better be the active controllers of change, otherwise someone else will take over."

He said in the early days of teaching, the community made the decision to have a school. They built it, hired the teacher and told him what they wanted their children to learn. Gradually though, the teacher became more and more isolated in his learning, expecting people to come to him and be taught what he considered they *should* be taught. Now the wheel has almost turned full circle, and once again education is returning to the hands of the community.

Mr. Runacres said the community coming into the school and making use of the

available facilities was the first phase, but the next phase must surely be the school going out into the community.

"The idea that a child has to be in front of a teacher 90 per cent of the time is nonsense. There are all sorts of people outside the school who have special knowledge and skills and we must take advantage of them and learn to meet the needs of the child in the total school environment."

Mr. Runacres said leadership and expertise was of vital importance if this new inter-relationship was to grow and flourish.

"The whole concept of the community school will not grow by hit and miss. There will be problems and we have got to be able to solve them. My plea is bring in the expertise at the beginning."

In the case of Hastings County Board of Education, the expertise was provided by Dave Smith who was hired some two years ago as Co-ordinator of Community School Programs.

His basic terms of reference were to develop a definition of a community school that might be workable and acceptable for Hastings County, and to build a base of information about the needs and resources in the area.

Since then Mr. Smith has spent much of his time travelling round the County, and at the request of individual groups or committees has attended meetings to outline the policy of the Board and its philosophy regarding the use of school facilities. Survey forms itemizing the types of activities and projects which people in a particular community might be interested in are circulated, then

the information compiled and presented to a committee for discussion and possible action.

"I try not to push this thing too much," said Mr. Smith. "It's something that's got to come from the community, not from me."

As Mr. Runacres sees the school and the community as an inter-linking body, so does Mr. Smith. "At the beginning we were saying to the community, "how can we help you use the facilities available at the school?" but now we are also saying to the community, "how can you help us?" Mr. Smith said.

He says there are tremendous "natural resources" within the County, and many people who are prepared to share their knowledge. For example he mentioned a doctor who has a great interest in antiques as well as Greek and Roman history and who is quite prepared to spend some time sharing this information with school children. On the other side of the coin he talked about secondary school students who are providing instruction for retarded children as part of their curriculum.

New Dimensions visited three schools in Hastings County. . .all of them at different levels of intergration with the community. One is just getting started on its program, while the other two have established strong ties with their local population.

In Trenton, the V.P. Carswell Public School is just taking the first tentative steps into the field of community cooperation. In fact, it was only last January that things really started to move.

"In our case it began as a result of some inquiries made by the Home and School Committee," explained V.P. Carswell principal, Charles Mowat. "I had been talking to members of the Committee about using the school, because some of the fellows wanted to play volleyball here. They wondered if other groups might not use the premises too."

All this resulted in Mr. Smith coming on the scene, a questionnaire being sent to the residents, who incidentally are rather cut off from the main stream of Trenton's social life. It was established that interest was in five activity areas, namely gymnastics both for children and for the menfolk, ladies keep fit, cards, and sewing and dressmaking.

Mrs. Florence Brinklow, a member of the Home and School Committee said there was about a 40 per cent response to the questionnaire. It was not as good as anticipated but there was a great deal of enthusiasm shown by those who did respond.

Overall, it seems the community feels a definite need for closer association with the school and the organizers are going ahead and planning more activities. The first addition to be a square-dance group meeting on Friday evenings.

During the daytime several local women help with lunch-room duties and in the library. Mr. Mowat, who is strongly in favor of community and school inter-mingling, feels this is a good start.

"I hope that I can now begin to break through the shyness which always seems to exist between principal and parent or even parent and teacher," he says. "When they come to see me officially we seem to be on different sides of a fence, but if we can see each other simply in the roles of human beings, we are on the way."

He thinks that in time members of the community will also become valuable as teacher aides, but feels this again is something which must come from the residents themselves.

"I think of this as a community building, and that I am here to provide a service to the community as a whole." He said that because there is a definite lack of social services in Trenton, he would like to see the school facilities used for things like family counselling. Parents would be able to hold group discussions about common problems and maybe invite experts to talk to them.



Stirling Community School Association meeting

A few miles up the road is the village of Stirling, where much more advanced community integration is centered at the Stirling Junior and Senior Public School.

The area was surveyed in September 1970 resulting in a 55 per cent return. A committee was formed composed of interested citizens, recreation committee members, service clubs, and local municipal officials.

Numerous activities were started. Run by volunteers, they include such things as woodworking, creative drama and baton twirling. The school is also used for dances, meetings of the local chapter of IODE, church services, rate payers meetings and scout and cub groups.

Although the principal, George Patton, is a member of the committee, he feels that the responsibility for the success or failure of community involvement should not rest solely with the principal. Therefore he does not take a leading part in the organization.

This year the number of activities has grown considerably, mainly through the involvement of Loyalist College of Applied Arts and Technology which is operating evening courses in photography, gourmet cooking, snowmobile and small motor repair and floral arranging. The courses run for 10 weeks and all but the floral arranging course, cost \$5 each.

At Queen Victoria Public School in Belleville a community program began two years ago and has expanded steadily. There is full-time organizational help from Donald Poynter who through Project 500 (a Ministry of Community and Social Services project providing work for high school and college graduates) has been working at the school helping to develop further programs and encourage more community participation.

Principal Don Lockyer says, "These things can only work satisfactorily if the progress and involvement are real and meaningful as far as the neighborhood is concerned.

"It's most stimulating and people who are involved enjoy the fact that they *are* involved in something significant. It's also a way of getting to know each other and maybe

getting to know themselves as well.

"If I didn't feel that the whole concept also made for a stronger school, I probably wouldn't put the time into it."

In some ways the Hastings County Board of Education, working with the community at large, has only scratched the surface in this development process, but in other ways, thanks perhaps to so much progressive thinking, a lot has been achieved.

Says Eric Runacres, "I see the community school as a direction, making all kinds of things possible."

## The Community School:

# ...and Toronto's Kensington Market

by Jane Nugent

photograph by Lerrick Starr, Kensington

From a distance, 110 Oxford Street, Toronto, looks like any other house. It is only when you get closer that you realize it isn't any other house. A sign over the front porch, in English and Portuguese, reads "Kensington Community School"

You walk inside and discover people everywhere. In a long, narrow room to the left of the hallway a meeting is in full swing. A baby lies asleep at the back of the room, and a couple of toddlers amuse themselves with books and toys. Upstairs someone is working in a photo darkroom. In another area members of a club are preparing posters to advertise a forthcoming event.

But the sign said this was a school?

That's true. But to begin with, there is not a school as such, yet. It hasn't been built. And secondly, this isn't quite the same as the school most of us attended.

"At the moment, this house represents the school and everything we have worked for," explained principal Lorne Brown. "The school proper will be opening in September out there," he said, pointing to the back of the building where work is just beginning on the structure which will house between 600 and 700 junior-kindergarten to grade 6 pupils.

Kensington is a community school in the all-round sense of the word. The local residents have fought for and won, the right to have a say as to the kind of school to be built in their home territory, where it should be built, and in the design and content of the building.

"This is a very community orientated area though," explained Lorne Brown. "I suppose we should really go back to the early 1960's when Kensington residents were organizing safety, and beautify your neighborhood campaigns. These were the forerunners of citizen participation here."

continued

In 1967 Kensington was selected for urban renewal and on the basis of seeing the results in other areas of the city, the local residents were alarmed. Numerous meetings eventually resulted in the formation of the Kensington Urban Renewal Committee which in turn led to the halting of the urban renewal scheme in that area.

"They also obtained a commitment from their MPP. The Honourable Allan Grossman, that the Government would not enter into anything in the area without the residents' consent," said Mr. Brown.

It was also about this time that the largely Portuguese community, drew up the guidelines for a community school. There was not a school in the immediate vicinity so younger children had to cross the busy College or Dundas streets to attend Ryerson Public School.

In June 1970, the Toronto Board of Education decided something should be done and began making plans to build a school in Kensington.

"The Board acquired a piece of land but it wasn't large enough so the Board also looked at surrounding land, some of which was residential. As in many other areas, housing is a great priority in Kensington, because if the houses disappear, so does the district. Apart from all this, the Board was apparently planning a school without involving the residents which seemed to be a negation of what people were expecting here."

Once again, the residents took action. Letters were sent to home owners who were planning to dispose of their property. They were asked to consider selling to the Residents' Association. Thus, the Association bought 110 Oxford Street.

Mr. Brown said members of the Association asked the Board, if they could become involved in the planning of the new school and the Trustees agreed.

It was at this time that Mr. Brown joined the project. Working with a Portuguese-speaking Board official, they started sounding out the community. "We talked to people, held meetings, circulated news letters and did door-to-door canvassing. We were trying to determine peoples' opinions about the school and establish the really important issues in Kensington. In the course of all this activity, the Citizens Committee was born.



Lorne Brown, principal of Kensington Community School and some children enjoy a song

"The Committee is open to all residents of Kensington. People who work in the area, including representatives of the local library, the Kensington campus of George Brown College of Applied Arts and Technology and the Toronto Western Hospital are also represented.

Since its formation in August 1970, the Committee has tackled all sorts of problems related to the school. At one stage it seemed it would be impossible to find a single site, and it was suggested the school be located in different places in the district. . .

"As you can imagine, this was a very controversial issue," said Mr. Brown. "A lot of the Portuguese residents said, they wanted their children to be together to improve their opportunity to learn English."

The Citizens Committee polled every house in the neighborhood and the majority of residents voted for a centralized school. The next decision involved the building itself. Not surprisingly, the Committee decided the school should "fit into" Kensington and be an inviting place for people to come to. Subsequently, an architect attended some of the meetings, listening to the thoughts and ideas of the members. "We didn't get too dogmatic about it," says Lorne Brown. "We didn't say the building had to have 1,223 bricks in the wall. But we did say, don't make it a long corridor-type thing. Don't make it a super-efficient plant."

So the architect walked round the streets, sat on the verandas talking to people, ate in the restaurants and generally soaked up the Kensington atmosphere.

Eventually, he presented a concept drawing of the school. The concept of the outside of the building was agreed upon immediately, but the inside took a little more discussion.

The building will consist of several pods with approximately half of the entire floor area being flexible space. The other half being structured classrooms.

"If a child functions better in a structured situation he will work in a formal classroom, but if he does better in unstructured surroundings, we can also accommodate him."

Space has been something of a problem throughout. This has been partly overcome by putting a beginners swimming pool and some of the caretaker's quarters in the basement, and a playground on the roof of the three storey building.

But for the time being Kensington Market Community School is just another house in Oxford Street.

"There is something going on here practically 24 hours a day," said Mr. Brown. "We have English classes for adults nearly every day — a photography club operates out of here — there is free legal aid for the immigrant, manned by Portuguese people — and the Portuguese-Canadian Congress has its headquarters here. Then there is a group of young people who are members of MAD 100 (Music, Art and Drama) who meet in this house. Some of these groups will be able to make use of the facilities in the new building, (there will be a special room for the community,) but many will remain where they are.

"When I was appointed principal of the school, the guidelines were very vague, so we began by trying to figure out what we were trying to do and why."

He says there are several schools in Toronto following the general theme of Kensington, but each one has come up with different ideas, different methods of tackling problems and no doubt, different results.

"A lot of people are fearful that if you let the community into the school you will get people making decisions who should *not* be making decisions and you will end up in a mess. Kensington isn't radically different from any other school, which suggests that basically people come out with the same ideas though they reach their goal in totally different ways."

# Schools for the Blind and Deaf provide more support for local boards

Last Christmas there was a sad little story from the Ontario School for the Deaf in Belleville. Rhonda Pollard, age six, caught chicken pox the day before she was supposed to go home for the Christmas vacation and the school doctor said she couldn't make the long trip to Northern Ontario. She would have to spend Christmas alone in the school.

But like all good stories it had a happy ending. Dr. Richard Potter, the MPP for the Belleville area, heard about Rhonda's plight, and arranged for her to fly home in a Ministry of Natural Resources plane. Despite the chicken pox, Rhonda spent Christmas at home with her family.

The real significance of the story may have been missed; Rhonda Pollard can neither hear nor speak, she could not learn to speak by hearing others talk, and has to be taught by other methods, a difficult and lengthy process that can only be successful for her, by enrolling in a residential school. But the school is 1,200 miles from her home, and separating a six-year-old from her family is a severe emotional wrench that can only irritate any emotional problems connected with her handicap.

The same is true of students who are totally blind, those who require braille to read. The disadvantages imposed on them by their disability is obvious; less apparent but no less real are the emotional problems that often accompany it.

There is little alternative to residential care for many children who are totally blind and totally deaf, and except in large urban areas — mainly Toronto and Ottawa — that means treatment and training at the two schools for the deaf, in Milton and Belleville, or the school for the blind in Brantford. It also means lengthy separations from their families.

Fortunately, relatively few of Ontario's more than two million students are totally deaf or totally blind. The incidence of deafness is only eight per 10,000 students; the incidence of blindness one per 20,000. But there are

many more students — no one knows precisely how many because not all of them have been identified — who have less severe hearing or vision handicaps, and who can be taught in regular classes (with special assistance) without undergoing the strain of leaving their homes. A new policy announced by the Ministry of Education last October aims to make it easier for local school boards to offer the programs these students need.

The new policy, which was announced in a numbered memorandum (1971-72:4), gives official recognition to a program which has been carried on to a limited extent for more than 18 months. It names the two Ontario Schools for the Deaf and the School for the Blind as regional resource centers, and offers their facilities and assistance to help school boards establish local programs for students with hearing or vision handicaps.

The School for the Deaf at Milton will help boards west of Toronto; the school in Belleville will assist boards east of Toronto and in northern Ontario; the school for the blind in Brantford will be the resource center for the entire province. Requests for assistance should be channelled through the regional offices of the Ministry of Education.

The range of assistance available to boards is impressive. The newly-named resource centers are prepared to:

- help local school authorities conduct surveys which will identify and assess

- students with hearing or vision handicaps;
- support the development of pre-school programs under new legislation that permits them to offer this service;
- help boards develop local programs to aid these students;
- provide expert guidance and counselling for parents, teachers, school boards and school officials;
- select and train teachers to provide special training for students with hearing or vision handicaps;
- conduct professional development conferences and seminars for teachers and others involved in local programs for these students;
- distribute and demonstrate the use of magnifying and amplifying equipment;
- produce and distribute large-type books for children with limited vision — a service previously provided by the Canadian National Institute for the Blind in co-operation with The Ministry of Education;
- provide consultative services to the Ontario Hospital Schools for blind or deaf students who are also retarded.

"We want to remove the roadblocks that make it harder for boards to provide local programs," says Keith Clarke, the Director of the Schools for the Blind and Deaf. "Ultimately we hope that as many children as possible will be able to get the special programs they need without leaving home."

## Identifying the handicapped child

There are distinctive signs which usually manifest themselves in some form of behavior of children with *hearing* impairments and which may help to identify this problem. Some of these signs are:

- frequent requests for the repetition of material;
- mispronunciation of words. The 's' sound is frequently the first to show up in a high frequency loss;
- turning of one ear toward the speaker;
- inattentive attitude in the classroom;
- continuing failure in school grades;
- failure to respond in question period;
- constant use of a distinctive voice quality; The child may have a flat, monotone voice and possibly may not speak loudly enough;
- beginnings of withdrawal from group activities;
- frequency of colds, earaches or running ears;
- undue attention paid to the face of the speaker. Many children with hearing deficiencies learn that lipreading is of real help to them.

There are also some identifying characteristics of children with some form of *visual* handicap and these are as follows:

- quick, jerky movement of the eyes (Nystagmus) usually lateral but occasionally in a rotary or vertical direction;
- crossed eyes (Strabismus);
- the child's use of his eyes — tilting the head, holding objects close to the eyes, rubbing the eyes, squinting, displaying sensitivity to bright lights, and rolling the eyes;
- inattention to visual objects or tasks such as reading or looking at pictures;
- awkwardness in games requiring eye-hand coordination;
- avoidance of tasks which require close eye work;
- affinity to tasks that require distance vision;
- complaints of inability to see.

# Recent & Relevant

## Safety first

A numbered Ministry of Education memorandum (1971-72:8) directed the attention of teachers and school officials to two safety matters — school bus safety and water safety — which require continuing vigilance and emphasis by teachers. The dangers inherent in old, unused household appliances, like refrigerators and household dryers, are also well known. Since fatal accidents have occurred when small children at play become trapped in such appliances, it is suggested that teachers of young children warn them

about these dangers.

Teachers in higher grades could help by encouraging action projects which search out abandoned and potentially dangerous articles and arrange for municipal authorities to dispose of them.

Teachers and principals should also know about gas burners used in their schools, and discuss the ignition characteristics with their students to avoid accidents.

## EASD conference in Canada

The annual conference of Executives of American Schools for the Deaf will be held in Canada this year, for the first time in the history of the organization. The conference, which opens April 30 and runs until May 4, will be held in Toronto's Royal York Hotel.

The EASD is comprised of heads of schools for deaf children all across Canada and the USA; about 250 delegates are expected to attend this year's conference, hosted jointly

by the Ontario Schools for the Deaf in Milton and Belleville, and the Toronto School for the Deaf.

The theme speaker at the conference will be Dr. Ronald Jones, Director of Education for the Toronto Board of Education. Further information about the conference is available from D.E. Kennedy, superintendent of the School for the Deaf in Milton.

## English as a second language

A one-week seminar in English as a Second Language will be offered in Toronto from August 28 — September 1, 1972. It will be open to any holder of a certificate or Letter of Standing qualifying the bearer to teach in an Ontario elementary or secondary school, with preference for the limited number of places given to teachers actively engaged in ESL work.

The course will deal with the application of linguistics, psychology and sociology to second-language learning at the primary, junior, intermediate and senior levels.

For further information, contact Noel Bennet-Alder, Curriculum Branch, Ministry of Education, Ontario, Mowat Block, Queen's Park, Toronto 182, 416-965-5605.

## It's International Book Year

UNESCO has proclaimed 1972 as International Book Year, and the Ministry of Education will be participating in a number of projects together with Ontario schools to develop an increase in reading.

Doris Fennell, Assistant Superintendent, Learning Materials, from the Ministry's

Curriculum Branch, says the emphasis will be on programs aimed at motivating students to read "for the pleasure of it."

Schools are being asked to conduct book discussions, use film strips, records and tapes about libraries, as well as setting up displays — all to encourage a greater interest in books

## The zoo at Wasaga Beach

Animals from all over the world, including Siberian tigers, African lions, leopards, elephants and hippos form part of an extensive, 800 specimen, collection at the Ontario Zoological Park at Wasaga Beach.

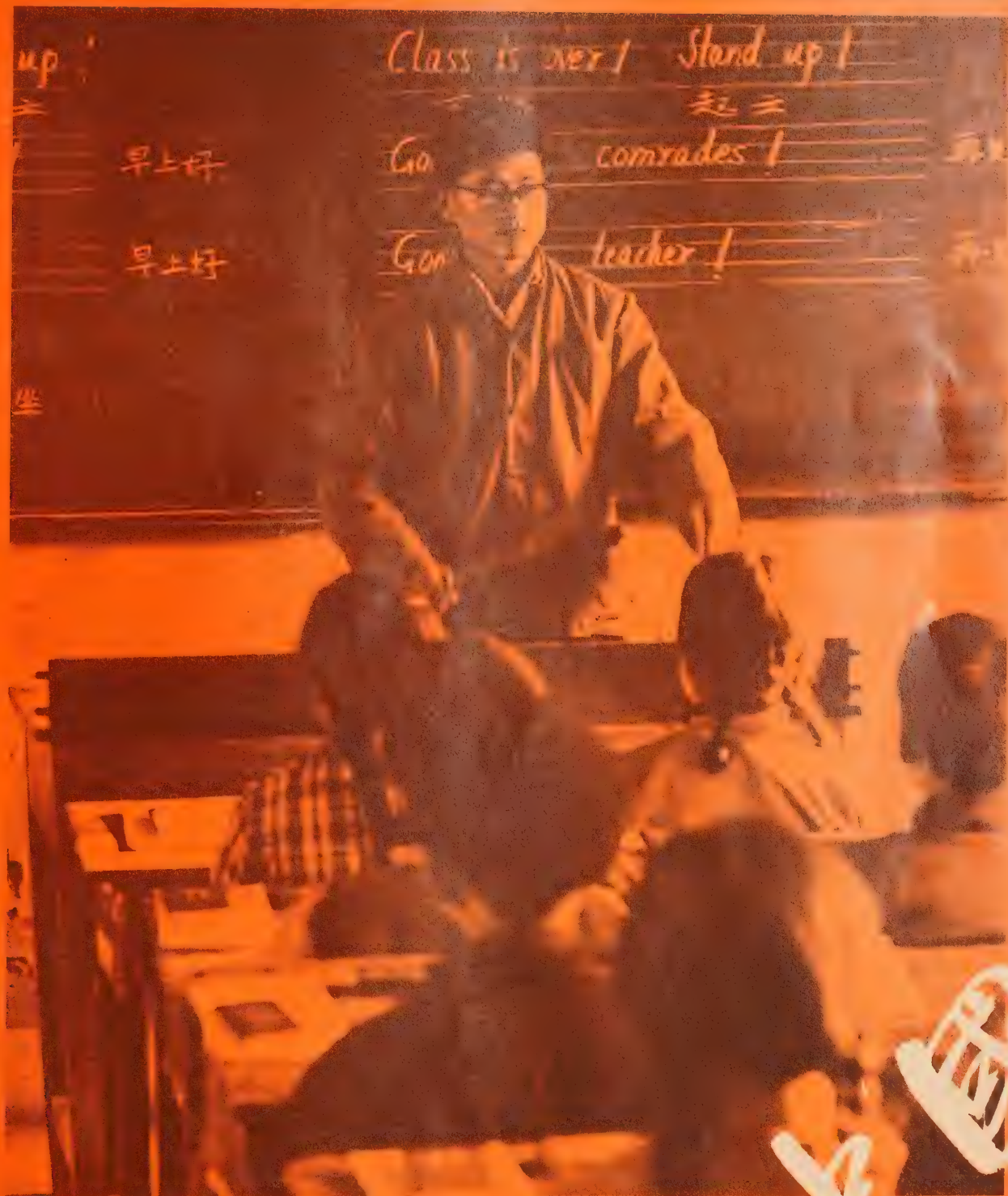
The Park, which covers a 55-acre forest area, is administered by a non-profit institution, The Upper Canada Zoological Society as a natural history part and conservation area for educational, scientific and recreational

purposes. It is open year round and located on River Road East and Zoo Park Road on the outskirts of Wasaga Beach.

Educational tours and workshops are available and further information can be received on request from: The Educational Officer, Ontario Zoological Park, Wasaga Beach, Ontario. Telephone: Area Code 705 — 429-2320.

# new dimensions

May/June 1972



Teaching in the Middle Kingdom (see page 8)

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# POSITION PAPER



## Rescheduling the school year

For many years consideration has been given by school officials in the United States, and in recent years in some provinces of Canada, to an all-year or extended year for elementary and secondary schools, as a possible means of adjusting vastly increasing pupil needs to the relatively decreasing education resources. Between 1924 and 1953, 13 school systems in the United States were using some variation of the rotating four-quarter plan, which divides the school year into four twelve-week quarters. More recently other jurisdictions, such as Atlanta, Georgia, and Valley View, Ohio, have adopted variations of this plan. In the current educational climate, interest in adaptations of the year-round, or extended year, of schools, continues to burgeon in the United States and in Canada.

A number of reasons are advanced by proponents of plans for re-scheduling the school year:

**The economy objective** is most frequently cited as the most important initiating factor in the studies in the United States and in the consequent implementation of year-round utilization of school facilities. It is argued that significant savings could be made by better or fuller use of existing school accommodation as opposed to the building of new facilities to cope with increasing enrolments.

**Improvement in teacher status and morale** is advanced as an important argument to support longer, reorganized school years. Some rescheduled school-year plans give teachers more time for in-service involvement in truly professional activities such as individual instruction, curriculum revision, and teaching preparation.

Each month Dimensions presents a "position paper" prepared by the officials of the Ministry of Education on topics of interest and importance. It is hoped that through this device, and the reaction it generates the Ministry can gain effective understanding of the feeling of persons both within and without the educational community about possible new approaches to problems and requirements in education in Ontario.

The document that appears in this edition discusses the year-round use of schools.

As indicated, the Ministry will welcome comments from all interested persons about these proposals. Letters dealing with the matter should be addressed to:  
The Deputy Minister,  
Ministry of Education, Ontario,  
P.O. Box 560,  
Postal Station F,  
Toronto 182.

and marked: "year-round use of schools."

Across the province, seven schools are on a half-credit semester; another nine have full-credit semesters; and six others have one-third credit trimesters. In 1972-73 many more schools will be operating on either the half-credit or full-credit semester system. However, each school is "in operation" during the same total number of days as outlined in the Provincial Schools Administration Act, about 200 days per year.

### A Typical Pattern for a semestered school

Semester #1	Sept. 4 — Jan. 24)	20 wks.
Semester #2	Jan. 24 — June 30)	20 wks.
Summer School	July 4 — Aug. 11)	6 wks.
		46 wks.
	7-9 credits	1 credit 4 hr/day

### The Typical Operation for a trimester School

Trimester #1	Sept. 7 to Dec. 3
Trimester #2	Dec. 6 to March 17
Trimester #3	March 27 to June 30
Summer School	July 4 to Aug. 11

One board in a large metropolitan area in Central Ontario has given serious study to a year-round plan for its high schools and feeder schools as a long range possibility. The suggested time pattern is as follows:

		No. of Credits Available (110 hrs. each)	
Term	Dates	School Days	
I	Aug. 26—Dec. 17	80	3½ (or 7 half credits)
II	Jan. 3—Feb. 25	40	2 (or 4 half credits)
III	Mar. 6—June 28	80	3½ (or 7 half credits)
IV	July 4—Aug. 25	40	2 (or 4 half credits)

This plan is unique in having two equal long terms and two equal short terms. It provides a reasonable length of time for summer vacation for those who would choose Term IV as their vacation period, or for a winter vacation that would not be too long during our cold weather if Term II were chosen as the vacation period. Proponents of this plan feel that it gives a great deal of flexibility for students to accelerate or to leave school for varying periods for travel, work, or vacation, and that it also provides strong motivation for

**3. The improvement and enrichment of education** for all pupils is another motivating factor. Supporters claim that most plans can provide not only better basic programs but also increased opportunity for enrichment, remedial services, and additional classroom time, including periods for needed individual instruction and for related curriculum revision. Some maintain that as a result of the continuing knowledge explosion, the increasing demands made upon students and schools necessitate a longer school year.

**4. Increased emphasis on pupil acceleration** is another consideration in view of the increased rate of maturation of today's students. The advantage of graduating a year earlier under the rescheduled plans however, is hotly debated.

**5. The need for improved summer programs** was established early in the argument for a longer school year or for the year-round operation of schools. To keep students off the streets during the summer vacation, to use productively so-called "wasted" time, and to reduce juvenile delinquency are some of the compelling arguments quoted by proponents of the rescheduled school year.

### CANADA

A number of provinces in Canada have studied the possibilities of year-round schools, although the summer school pattern has been the most popular. In recent years, educational jurisdictions in British Columbia, Saskatchewan, Alberta, and Ontario have been most active in studying new schedules.

### ONTARIO

In Ontario, consideration has been given to year-round schools by a number of boards.

continued

daily attendance since each day in a short term is academically concentrated. Questionnaires completed by students and teachers reveal a great deal of support for such a plan.

### ALBERTA AND SASKATCHEWAN

The Alberta Department of Education, the Alberta Teachers' Association and the Alberta School Trustees' Association, have been studying the year-round school since 1968. They favour a two-semester system plus a half-semester summer course all coordinated with the university schedule. A suggested plan for this scheme is as follows:

- Semester #1 — to begin early August and end just before Christmas.
- Semester #2 — to begin early January and finish around the end of May.
- The Summer Session — to begin in early June and end in late July.

In 1968-69 Winston Churchill High School in Lethbridge followed a similar plan starting on August 12 and finishing May 30. Over half of the Alberta high schools are on a semester system of some kind although very few divide the year at the Christmas break (which the Alberta study committee considers to be highly desirable); or they have extensive summer school programs.

In 1970, the province of Saskatchewan undertook an extended study of the year-round use of schools, but owing to the opposition of parents, no action has been taken.

### BRITISH COLUMBIA

The Victoria School Board and the Delta School Board have been investigating the feasibility of rescheduling the school year for better utilization of buildings and personnel and have surveyed the community for the reaction of teachers, parents, and people in business and industry. The only programs undertaken as yet, however, are summer school programs.

### TYPES OF EXTENDED SCHOOL YEAR PLANS IN THE UNITED STATES

Much of the literature on Extended School Year Plans or Year-Round Use of Schools has its origin in certain areas in the United States where circumstances are usually far different from those in Ontario, and where the school calendar of 180 days, rather than our 200 days, has become virtually standard since World War I.

### 1. TERM ROTATION PLANS

The most publicized of these Plans, the "Continuous four-quarter plans" which fall into two categories — compulsory and non-compulsory — are outlined briefly:

#### (i) Atlanta, Georgia, Four-Quarter Plan

A non-compulsory or voluntary program is in operation in the secondary schools of Atlanta, Georgia, a city of 500,000, where the secondary school year is divided into four quarters of approximately 60 days each. One quarter is optional for both students and teachers. Free tuition is provided by the Atlanta Board of Education for the fourth quarter, really a summer school, since the State gives no financial support for the fourth or summer quarter.

The basic reason stated for the initiation of this plan was the expansion of educational opportunities and the need for a complete revision of curriculum in Atlanta schools. Committees classified pupil characteristics into many varied groups with regard to sequence, age and achievement level, reading ability, vocational and academic goals, and other approaches related to an understanding of varying learning styles. These characteristics were grouped into broader classifications, and appropriate concepts in each subject area were expanded. As a result, several hundred courses were organized, completely or partially, to provide flexibility through the provision of the maximum number of non-sequential courses. In 1970, 26 per cent of the students enrolled in the fourth or summer quarter; in 1971, 36 per cent enrolled. The operation of the rotating four-quarter plan may be seen clearly in the chart below.

#### Attendance Quarters

Pupil group	Fall	Winter	Spring	Summer
Group A	Vacation	School	School	School
Group B	School	Vacation	School	School
Group C	School	School	Vacation	School
Group D	School	School	School	Vacation

Some of the advantages and disadvantages of this plan according to its organizers may be summarized as follows:

#### Advantages

- (a) A wide variety of curriculum options is available for pupils;
- (b) The school plant, equipment, and personnel are not idle for one quarter of the year;
- (c) There are fewer drop-outs;
- (d) A few students graduate a year earlier;
- (e) A student may lighten his load if necessary by taking the fourth or summer quarter;
- (f) The student summer work force is decreased by the summer school operation;

- (g) The pupil who is absent for an extended period may enrol in the quarter(s) missed, instead of an entire semester or year;
- (h) A number of teachers may work all four quarters if they wish.

#### Disadvantages

- (a) The cost of operating a rotating four-quarter system is greater than the cost of operating a ten-month school year;
- (b) Since most students attend for three quarter periods, they receive less schooling per year than in Ontario — approximately 180 days — and have one long three-month vacation;
- (c) Pupil transfers to and from schools that have different types of scheduling are rather difficult;
- (d) A long vacation during the winter or spring is difficult to mandate since family vacation patterns may be disrupted;
- (e) Maintenance costs increase since the plant is in steady use, and if maintenance must be done at night to avoid disturbing school sessions, overtime pay adds to the costs;
- (f) Air-conditioning required for summer periods is costly;
- (g) The burden on administration and supervision is greatly increased, and additional staff may be required to handle quarterly scheduling, enrolment, and other administrative matters;
- (h) Students who graduate at 17 years of age in Atlanta are not eligible for admission to colleges nearby.

#### (ii) The Valley View 45-15 continuous school year plan

Several districts in the United States have introduced variations of the four-quarter concept in order to attempt to overcome its economic disadvantages. The Valley View plan is compulsory for all the children of the district. It has been in operation for K-8 pupils since June 1970 and will be introduced into the high school system in July 1972.

In 1968 the citizens and educational authorities in the 41½ square mile Valley View School District were faced with a serious problem. Located about 30 miles from Chicago, this small but rapidly growing school area had a student population which expanded from 89 pupils in grades K-8 in 1953, to 7,000 in 1971, with a secondary level enrolment of 3,000. This population crisis was coupled in that year with the fact that the residents of the district had taxed themselves to the legal limit for building construction and no further building could be undertaken.

Three courses of action presented themselves; to put pupils and teachers on a double shift; to place 50-60 students in each classroom, or to reschedule the school calendar. The first two alternatives were rejected by the community and the board, and the 45-15 continuous school year plan was conceived to fit the needs of the community.

The plan is essentially a scheduling system. All of the students of the district are placed in one of four groups called tracks, depending upon geographical location. Three of the groups or tracks are in class and one on vacation at any given time. Each student attends for 9 weeks or 45 school days and then has a three-week (15 day) vacation. This program is repeated all year in rotating shifts. No pupil is scheduled for school attendance for more than 180 days but the school is in operation 240 days. The scheduling pattern includes legal holidays, one week at Christmas, one week at Easter and a short summer vacation of 7-11 days for all teachers and pupils, during which times maintenance may be done on schools and buses.

Are there advantages? For Valley View District the utilization of school buildings during additional days in the year and the staggered attendance have gained one third more usable classroom space, or the equivalent of 80 additional fully-equipped classrooms.

Educators at Valley View claim positive results in a marked reduction in loss of academic knowledge in the students in comparison with the loss over the traditional summer vacation. It is hoped that there will be, in the long run, a rise in overall academic achievement; however this is not yet evident as evaluation of the plan is just under way. Only 7-10 per cent of students from this community go on to university. Based upon a preliminary evaluation of the plan for 300 pupils in grades 1, 5, 6, and teachers, the following conclusions by the evaluators are presented:

- (i) The teachers in these grades have not become irritated or tired by working under the 45-15 plan. Many negotiate contracts beyond the 180-day minimum and some for the full 240 days;
- (ii) The students have not changed in their motivational attitudes towards the school;
- (iii) The plan provides however, only 180 fewer days of instruction;
- (iv) A minimum enrolment is required and attendance terms are mandatory.

### (iii) A Texas House Bill

A Texas House Bill has been enacted recently directing that a reorganized curriculum be distributed based on the operation of schools on a quarter basis for the 1972-73 school year. Although a reorganized curriculum is mandatory, students are required to attend only three of the four quarters, as in Atlanta, and the fourth quarter will also be financially supported at the option of the local district from local taxes, fees, and grants. There is no state support for the fourth quarter.

## 2. EXTENDED SCHOOL YEAR PLANS

Of the many extended school year plans the Continuous Progress Plan proposes an extended school year in which pupils complete one year's work in the traditional time and spend the remaining time of the extended year on the next year's work. The length of the extended school year will be determined by the number of grades to be considered in the plan and the number of years over which one year of schooling is to be saved.

The following chart shows how a British Columbia study suggests that seven years (K-6) could be reduced to six without loss of instructional time. Traditional Christmas and Easter holidays and a shortened summer vacation are provided. Commack, New York, implemented this type of plan in 1964. It will be understood that if acceleration is effected at the elementary level, the secondary schools must have sufficient facilities and staff to cope with the additional number of pupils leaving elementary schools during the years of adjustment.

Year or Learning Level	Curriculum Adjustment — to save one year in seven (210-day school year)	
Level 1	Kindergarten — 180 days	Grade 1—30 days
Level 2	Grade 1 — 150 days	Grade 2—60 days
Level 3	Grade 2 — 120 days	Grade 3—90 days
Level 4	Grade 3 — 90 days	Grade 4—120 days
Level 5	Grade 4 — 60 days	Grade 5—150 days
Level 6	Grade 5 — 30 days	Grade 6—180 days

## 3. STUDENT ACCELERATION PLANS

Acceleration plans include the quadrimester (four term), the trimester (three term) modified summer school, in addition to the extended Continuous Progress Plan.

Under the quadrimester plan pupils attend school during an extended year of from 200-225 days which enables average or above-average students to complete five

years of school in four longer school years. Such a plan recommends a short break between terms, a four-week summer vacation, and the usual Christmas and Easter vacation periods.

## 4. THE MULTIPLE TRAILS APPROACH

This approach to the extended school year involves a somewhat complicated modular scheduling method and is limited for obvious reasons to use in the secondary school. The school year is 11 months long, 210 or more school days, with a one-month summer vacation and the traditional winter and spring vacation periods. The student day is scheduled in terms of time modules, some of which might be 15-18 minutes, others 30 minutes in length. Pupils move along a subject "trail" at their own rates. The traditional curriculum is reorganized into broad resource units that can be completed in four, five, or six weeks.

### Costs

The question of costs related to the year-round use of schools may be conveniently divided into two parts.

(1) capital costs and (2) operating costs.

### (1) Capital Costs

It must be remembered that in fast-growing communities in the United States the first result of plans involving year-round use of school buildings is the avoidance of building some new schools. The extension of use of a school building from 180 days to 240 days provides an additional 33 1/3 per cent of classroom space. This is a direct saving in initial capital construction costs, plus the further substantial savings in eliminating debt financing charges over a long period of time. In a school jurisdiction facing a continuous enrolment expansion the economy here is significant. However, there are a number of offsetting factors.

School buildings in use all year must be air-conditioned, not only in the learning spaces but virtually throughout. This could result in a rather substantial increase in the first cost of a new school. More serious would be the necessity to air-condition existing schools — some perhaps very old schools.

In a school system that has a relatively static student enrolment, with most of its schools already built, the renovation and alteration costs related to air cooling needs in the year-round use concept may indeed be prohibitive. Cost studies in great depth would be most essential.

Aside from the factor described above there does not appear to be any apparent need

for significant changes in the architecture of school buildings as a result of the introduction of such plans although some districts in the United States have found it necessary to remodel schools to make team teaching possible.

## (2) Operating Costs

The year-round use of schools should result in decreased operating costs if it is possible to increase the exposure of students to teachers, and to learning materials, or if it is possible to accelerate the progress of students. Unless such a plan can maintain or increase the present student-staff ratio, it is inevitable that the operating costs per pupil will increase because of large percentage of the educational cost is made up of instructional salaries. If a pupil can complete his education in 12 years rather than in 13 years, all other items of cost remaining constant, there will be a reduction in costs in the long run.

An examination of each type of expenditure incurred by a board results in the following observations regarding the year-round use of schools:

(a) The burden on administration and supervision is greatly increased because of the additional work involved in scheduling, enrolment of students, and other factors.

(b) Teachers who are required to work 12 months instead of 10 months will demand at least a 20 per cent increase in salaries and unless there is an increase in the staff-student ratio, the cost per pupil per year will inevitably increase. On the other hand, the cost of failures will be reduced.

(c) Fewer books and other instructional materials will be required. However, the savings in this respect will be largely offset by greater use.

(d) In the long run, since fewer school buildings will be required, there will be a reduction in operating and maintenance costs. Such costs as salaries of custodial staff, insurance premiums, etc. will decrease. Again, savings in this respect will be offset if maintenance is done at night or during weekends where overtime payments are required.

(e) The annual cost of operating and maintaining air-conditioning equipment would be significant.

(f) Debt charges on debentures issued to

finance the construction of school buildings average approximately 10 per cent of total expenditure in Ontario. A moratorium on the construction of new schools would provide some relief on this item of cost. After recent studies concerning "all-year schools" as noted in Newsletter No. 4, September 1971 "Schoolhouse", Educational Facilities Laboratories recommend that areas should take into account the increased cost of staffing, the necessary upgrading of school buildings and maintenance programs, and the development of improved recreational programs for out-of-school children before embarking on a year-round schedule.

## SUMMER SCHOOLS AS EXTENDED SCHOOL YEAR PROGRAMS:

Summer School Plans have been in common use for some time and were originally self-supporting make-up courses on a fee basis. At present in Ontario, legislative grant support is provided for summer schools in much the same way as for programs from September to June. Some long-term economies are effected through the removal of the necessity of repeating courses for which credit has not been received in the preceding semesters or regular school year.

The major aims of the Summer School Programs in this province, however, are to provide students with opportunities to take credit courses, to repeat courses failed, to take remedial work if required, to follow recreational and leisure pursuits in arts and crafts, and to take enrichment or advanced courses not normally offered in the regular school year, or which did not fit a student's program during the regular term.

The increasing provision of summer programs at the secondary school level in particular has therefore, the effect of extending the school year, broadening the range of offerings, giving the student a more flexible program, and in many cases of shortening the duration of secondary education.

Very active summer school programs are in effect in about 30 Ontario centers. In one large metropolitan center, out of a total secondary school enrolment of approximately 34,000 students, 2,200 attended secondary school during the summer of 1971 for one full credit; 818 secondary and 292 elementary students attended non-credit enrichment, interest, second language and other courses.

Forty-three per cent of the students at summer school were enrolled in an enrichment or acceleration program. In another metropolitan area 10 per cent of the 2,100 students enrolled took advancement credits. These schools operated a four-hour day for six weeks.

The report of a special committee appointed by the Ontario Secondary School Teachers' Federation to make a comprehensive survey of questions related to the rescheduling of the school year, includes references to summer school programs operated in this province. During the summer of 1969, the survey showed 35,000 students enrolled in various types of summer work; in 1970, about 33,000 were enrolled. Several boards not offering a summer program said that they were able to take advantage of summer schools offered by neighbouring urban boards. In the first summer, some 1,750 teachers were engaged and in 1970, 1,450 were employed. The report states further "while it is very difficult to predict trends on the basis of only two year's responses, it is clear that many more boards now look on the summer programs as an opportunity for students to study an extra subject for credit or to participate in some kind of enrichment or recreational course".

Most summer courses are offered to students on a voluntary basis, although they may be required of students who have not received credit in some courses or who may need remedial work. In addition to providing varied educational opportunities, these programs offer guided leisure during the summer and generally, do not interfere with family summer vacations. Teachers can be employed for an extended period with increased income and still enjoy adequate vacation periods. Moreover, since the school building is usually only in partial use during the summer, regular cleaning and renovation is possible.

From an overview, the summer school is the most common stratagem employed by school boards at present as a means of extending and enriching the school year. The whole issue is, however, not sufficiently clear-cut at the present time to take any irrevocable stand. Reasonable arguments can be found for a number of types of all-year school schedules.

When public opinion is shaped by past traditional patterns of school terms and holiday it is very difficult to break those patterns and experiment with new ones; but conditions have changed so radically in the past few years that the rationale of a 10 plus 2 (month) traditional organization no longer exists. How much longer can our society afford to have hundreds of thousands of young people turned loose on the streets every summer with the inevitable consequences of boredom and idleness?

It is evident from experience, particularly at the post-secondary level, that premature or unplanned action can be disastrous. School boards should therefore explore alternatives before any re-scheduling of the school year is undertaken and should inform the public they serve through an organized program of communication with teachers, parents, students, and the business community in order that a plan which will best suit the needs and circumstances of a particular area can be developed as the discussion unfolds.

In Ontario, since pressure for new accommodation is no longer a major problem, school systems are in a position to concentrate on providing improved patterns of scheduling the school year and on offering increased opportunities for our young people during the summer months and the entire school year.

#### ACKNOWLEDGEMENTS

The Ministry of Education Committee on the Year-Round Use of Schools appreciates the assistance of those who joined in the discussions: Mr. W.J. Wood, Superintendent of Programs, Board of Education for the Borough of Scarborough; Mr. R.E. Saunders, Assistant Secretary, OSSTF; Mr. Charles G. Brown, Superintendent of Program and Instruction for the Borough of North York; Mr. George Erwin, Principal, Georges Vanier Secondary School, North York; Mr. O.A. Gilmour, Superintendent of Instruction, Halton County Board of Education; and Mr. J.D. McNabb, Superintendent of Instruction, Peterborough County Board of Education.

The Committee is indebted to the following officials in other provinces who gave up their time and made their own research and findings available to us: Mr. J.L. Canty, Superintendent, Department of Education, B.C.; Dr. L.M. Ready, Associate Deputy Minister, Saskatchewan; and Dr. R.E. Rees, Deputy Minister, Alberta.

The staffs of the Ministry of Education and OISE Libraries were also of great assistance to the Committee. In addition, during the visits of Committee members to communities in the United States, the gracious cooperation of educational officials, trustees, principals, teachers, and students is gratefully acknowledged.



## TO THE FEBRUARY/MARCH PAPERS

New Dimensions is pleased to present reaction to three of the Ministry's "position papers". In this issue there are comments on the

### FEBRUARY

Congratulations on the enlightened ideas expressed in the "position paper" published in New Dimensions, February, 1972. Thank you for listing the facts on population and births according to counties and districts in our province. As noted, school enrolments are down, and our constant past need for expanding classroom space is declining. As suggested, we must evaluate the present facilities and adjust them to suit the needs of the people.

In the past few years the public has been pressuring school boards for extended use of school facilities. This is somewhat justified! However, those of us directly involved in classroom education are concerned that costs are not properly redistributed. It is intolerable that equipment and supplies purchased from regular school budgets are used by groups under quite different instructors who never deal with the budget purchases. In the past when school equipment and areas were used, the public has often demonstrated extreme carelessness and disregard for existing materials or property. Expensive facilities must not be wasted, but we must work out a cost-sharing technique by which each participating group shares costs and the corresponding responsibility. It is indeed important to examine the goals of education and to perhaps alter the projected needs and facilities keeping in mind the population changes in the various areas of the province. But many individuals, both in the public and in educational administrative positions, would rather blunder on with old ideas and 10-year-old plans. It's easier! These people look with dismay on the lowering population growth rate because it upsets their old schemes. When they express their grim view of this in the media, the public concludes that all would be solved if everyone had larger families again. Even the "position paper" uses the expression "optimism for further growth". Here is the biggest error made by short-sighted planners. Why equate optimism with growth? I prefer to equate optimism with stability. The planners and education officials should actually encourage a stable population and also try to discourage family migration within the province to already overgrown and densely populated areas such as Toronto. Let us happily accept the projections of limited population growth as shown by charts and adjust our plans in education accordingly. Maybe we can actually win

February paper on Changing School Enrolments and March's paper on the Certification of Teachers of Business Studies.

Space limitations prevent running all replies, but each person writing to the Ministry in response to a "position paper" will receive a reply from Dr. E.E. Stewart, Deputy Minister of Education.

Man's battle against growth and its accompanying difficulties and pollutants. Maybe we will see the day when we can truly have quality of education and in fact, quality of life in all aspects.

(Mrs.) Janice Palmer,  
North Toronto C. I., 70 Roshampton Avenue,  
Toronto 181, Ontario.

### MARCH

The majority of experienced Business Education teachers would surely agree with the basic objective outlined.

With regard to the lack of breadth of teaching assignments under current certification regulations, could this problem not be overcome if the Ministry simply went back to the old Commercial Specialist Certificate with an increase in the number of required academic options? For example, my HSA certificate shows english, science, geography and history as academic options. In addition, my Commercial Specialist certificate qualifies me to teach secretarial, accounting and allied subjects. How much more versatility will be required of teachers in the future?

To accomplish an increase in the number of academic subjects required for an HSA certificate, and still provide an opportunity for business education specialization at the College of Education, business subjects could be taught from only a methodology point of view. Content in business subjects from undergraduate years could be required prerequisites for admittance to the Business Specialist option. These changes would prepare extremely versatile business teachers, and would also increase the standards of teacher training programs, which might help to alleviate possible future teacher oversupply. I agree with the suggestion that an HSA Type A should become available in "business subjects", with similar requirements to those in academic areas. I would hope that the Colleges of Education and the Ontario Business Education Teachers' Association would be able to present constructive ideas on the mechanics involved.

The efforts of your Ministry officials in attempting to streamline certification are commendable. I would just like to add that I have read all of the "position papers" published to date, with considerable interest.  
R.G. Philip, Head,  
Business Education Department,  
Sherwood Secondary School,  
Hamilton, Ontario.



# The School Mao's Ch

Dimensions Assistant Editor, Bill Dampier, recently returned from a Trade Mission. This is his report on the schools he

Nobody knows how many people there are in China, for the excellent reason that nobody, in 5,000 years of recorded history, has ever been able to count them all. The latest estimate — 1968 — is 746 million, nearly a quarter of the world's population; the same estimate calculates that there are 100 million pupils in elementary schools, 13 million in secondary schools, 1.5 million in post-secondary schools (a questionable figure, since 1968 was the height of what the Chinese call the Great Proletarian Cultural Revolution, when the disruption of post-secondary education was near total) and between 2.6 and 2.8 million primary school teachers.

Those figures form the basis for the caveat; there aren't many generalizations that can be true about a school system with more than 100 million students, (think about that number in terms of report cards) and the ones that are true are probably useless. It is necessary to talk about specifics; in this case about the China-Albania Friendship People's Commune, a large agricultural community some 10 miles outside of Peking, and about the five 'middle schools' and 18 elementary schools that the commune itself operates for approximately 800 students.

One of the key points of contemporary Chinese political philosophy is "self-sufficiency" not only of the nation in its dealings with other countries, but for individual economic units within China. The China-Albania Friendship People's Commune is one of those self-sufficient economic units. It feeds, houses, clothes and educates 29,000 people, and returns a substantial surplus of agricultural products to the state each year.

It is also a showcase to which foreign visitors are often brought; foreigners arrive in official black cars (virtually all cars in Peking are official, there are no private vehicles; most are of Chinese manufacture, based on a Russian design) and pre-schoolers on the commune run out to the side of the road and stand there applauding as the motorcades sweep past on the dusty roads. This

as part of an Ontario Government

happened to us no where else in China, and clearly the toddlers were accustomed to seeing similar motorcades pass by. It's worth remembering, in view of the description that follows, that if the middle school we visited isn't representative of the reality in China, it is at least representative of the model on which the Chinese authorities believe the reality should be based.

The middle school, one of the five on the commune, is a collection of long, narrow buildings and a playing field surrounded by a wall, a typical 'compound' style of construction. The buildings each house two classrooms, but the rooms are completely separated from each other; there are no corridors. The walls are totally bare, except for blackboards at the front and rear of the class, and a small photograph of Chairman Mao at the front of the room. There are no clippings from newspapers or magazines, and no samples of student work on display. On the blackboard at the rear of the room the "Rules of Discipline" are written in Chinese characters:

- "1. When you hear the bell ring, you must come into the class.
2. When class begins, the one on duty calls 'stand up' and everyone stands.
3. Listen attentively to what the teacher says, and think of the question the teacher has put forward, and not about anything which is not connected with the class."

There are 38 students in the first classroom, sitting at wooden desks neatly arranged in rows of two. Four of the students wear armbands that indicate they are Red Guards, a mark of honor and distinction. Each desk has the famous 'little red book' of the Thoughts of Mao prominently on display in the upper left corner.

The students stand as one person when the first foreign visitor enters the room, and burst into applause. The teacher explains that this is a music lesson, and the class is the second grade of middle school, comparable to a secondary school in Ontario. The students in this class are all between 13 and 15. One of them, Wong Hong-Wong, (as

nearly as the Chinese name can be transcribed in English) 13 years old and not one of the Red Guards, is asked through a translator what he hopes to do when he finishes school. He considers the question a moment, perhaps in puzzlement that such a question should be asked, perhaps simply from shyness, and blurts out "I want to join the PLA." The PLA, the People's Liberation Army, is a widely respected organization, one of the three pillars — workers, peasants, soldiers — on which Chinese Society is built. But Wong's ambition to join the army is unlikely to be fulfilled; like most of the students here, he will probably work on the commune when he finishes school in another two years. As the visitors leave, the class continues with the song they were singing, Tung Fang Hong, The East is Red. They sing very well.

The next classroom is also a second grade (of middle school) class, and the students here are singing as well, (singing seems to play a large part in Chinese pedagogy) but this time the class is studying English, and the students are singing the English alphabet. It sounds like "A, B, C, D, E, effy," as they twist the difficult 'eff' sound. Again the students leap to their feet and applaud as the first foreign visitor enters the room. The teacher nods and smiles in response to a few simple questions in English, but does not attempt a reply. The children all clutch cheaply-printed textbooks marked 'English' across the cover, but most of the text inside is in Chinese. The teacher has a fine singing voice, and he waves a baton to mark time as he leads the class in singing the alphabet.

It is doubtful if any of this class will be able to speak or understand even simple sentences in English when they graduate, but it is equally doubtful if learning English is the real point of this class. Education is given tremendous emphasis in China — 'educational' programs continue throughout the life of most workers, mainly in the form of daily studies of the Thoughts of Mao, writings which occupy the place in Chinese society that the Bible once occupied in the western world — but education is defined in ideological terms. The function of the schooling system is less the transfer of knowledge than the firm establishment of 'acceptable' social values and modes of behaviour. The same comment is often made about North American schools.

Heavy stress is laid on the value of work, and education serves very pragmatic ends. Schools are expected to produce goods — the students at this middle school spend part of each day winding electromagnets for small motors, both for the value of the product and to stress to students the responsibility of each citizen to work productively, not for personal glory, but

"to build socialism greater, faster, better, and more economically," as one of the most often-repeated slogans expresses it.

Mathematics is taught, for example, not as a subject in itself, but as it applies to practical problems in agriculture or industry, and through everything runs the heavy thread of ideology. "Calculate how much the greedy landlord stole from Auntie Shiu by weighing her rice in a heavy jar."

Schools are largely locally-controlled — the central Ministry of Education reportedly ceased functioning during the Great Proletarian Cultural Revolution, and now exercises little direct control — and each is under the control of a "Revolutionary Committee" which decides what shall be taught, and how it shall be taught. The deputy director of this middle school, for example, is Tang Shi-jong, a thin wiry man of about 50 who is the representative of the peasants on the local revolutionary



Schools are part of China's industrial effort; these students wind electromagnets for small motors.

committee. He tells us, after some hesitation, that there are 500 students age 12 to 17 in this school, and 41 teachers. The student-teacher ratio seems a little surprising; none of the classes we entered had fewer than 36 students, but the Chinese regard every knowledgeable person as competent to teach, and workers and peasants occasionally instruct the students in practical work. Both students and teachers regularly work on the commune.

In China schooling officially begins at age seven and continues for nine years; this was recently reduced from a 10-year program, and officials in Peking told me they hope the schooling period can be reduced even further. Primary school is a six-year

program, senior middle school is three years, but obviously, if the statistics given in the first paragraph are correct (100 million elementary pupils, 13 million middle school students) relatively few students continue to middle school.

Even fewer continue to post-secondary programs, and before they do, all students spend a few years working; the average age on 'graduation' from middle school is 16, (in fact there are few examinations which are regarded as a test of the teacher no less than of the student, and no diplomas are offered) the average age of post-secondary students is 24. Students are selected for post-secondary programs on the basis of their record as workers and their political reliability; some who are "sturdy pines" politically enter post-secondary programs without completing middle school

It would be incorrect to end this article without at least a nod at the outstanding accomplishments of the Chinese schooling system since China 'stood up' (the phrase is Mao's) after the Liberation of 1948. At that time the best estimate calculated that 20 per cent of the population was literate; current estimates calculate that 80 per cent can now read and write. Remember that we are talking about 80 per cent of one quarter of the people in the world, and that basic literacy in Chinese means memorizing at



Membership in the Red Guard is still a mark of distinction, and every school has its Red Guard contingent. These girls are members of the Red Guards, are the leaders of the student body.

least 3,000 separate characters, a feat few westerners can achieve.

It would be wrong too not to mention the tremendous dedication to the ideals of the socialist state that is apparent everywhere in China, and the sense of national pride that is so obvious. The Chinese authorities exercise a subtle but effective control over foreign visitors; everyone goes everywhere in a group of official cars, and no westerner arrives anywhere unannounced and unexpected. But the Canadian interpreter who accompanied us spoke to industrial workers, farmers, people in the streets, and assured us

that no one expressed the slightest doubt about the rightness of the regime. If inculcating the work ethic and pride of country are two of the objectives of the Chinese educational authorities, they have been wildly successful.

And some mention must be made of the unfailing courtesy and cordiality of the Chinese. The universal smiles may have been pasted on for the benefit of the foreign visitors, but they looked genuine. 'Friendship' is an important word to the Chinese, and friendliness is encountered everywhere.



# Defining the role of the Ministry of Education

individual may experience a worthwhile education, and may have access to further educational experience consistent with his needs and those of society.

## The Objectives of the Ministry

The Ministry must ensure, through legislation and other means, the achievement of the following objectives:

- (a) a full range of educational, cultural and recreational programs within its jurisdiction;
- (b) qualified personnel for these programs and activities;
- (c) suitable facilities for recognized educational activities;
- (d) the equitable distribution of available financial resources to meet the aforementioned objectives.

## The Accomplishment of these Objectives

An understanding of the basic organizational approach that has been adopted in Ontario is necessary in order to become specific about the accomplishment of Ministry objectives. This approach, developed in the earliest days of organized life in this part of Canada, has been to delegate to local units of administration specific areas of responsibility in the educational enterprise. Since school jurisdictions were first formed in Upper Canada, the trend has been for these local school jurisdictions to become larger. As a result school boards have been given a wider range of responsibilities for local educational activity.

Thus, to understand the present role of the Ministry of Education, it is also necessary to understand that local authorities undertake responsibilities towards the achievement of the same fundamental objectives as those noted for the Ministry. For example, local authorities have been encouraged to assume greater responsibility in improving professional competence of their personnel and in making judgments about their adequacy.

In examining the role of the Ministry of Education, and its relationship to that of local authorities, we must also acknowledge the increasingly complex nature of the educational process. For example, it is now almost universally recognized that it is impossible to expect all persons to respond adequately to uniform types of educational program. Interests and abilities are diverse and individual needs are subject to sharp variations. The recent trend therefore, has been to expand the range of educational opportunities, including those both within and without the school system, in order to meet the requirements of people and to ensure that a full range of opportunities is available. This is fundamental, it will be recalled, to the overall goal of the Ministry.

In the light of this basic relationship between the Ministry and local jurisdictions, it is possible to return to the four objectives of the Ministry.

## (a) A full range of educational, cultural and recreational programs within the Ministry's jurisdiction.

This objective is attained through the following activities:

- (i) the preparation and dissemination of program guidelines;
- (ii) assistance in the development and appraisal of courses of study at the local level;
- (iii) the assessment of learning materials to determine their suitability for approved programs;
- (iv) the support and promotion of research activities to find more effective ways and means of developing educational programs;
- (v) the development of effective means of reciprocal communication through which the Ministry, local authorities, teachers, students, and the general public can arrive at a reasonable understanding of educational policies, programs and activities, and of their roles in the process;
- (vi) the development of ways by which the educational community of Ontario may learn about the latest trends and developments in education in all parts of the world;
- (vii) the development of arrangements to ensure that those with learning problems and those in special learning situations receive adequate attention;
- (viii) the issuance of student diplomas and certificates;
- (ix) the development of arrangements for student records;
- (x) the development and application of evaluation systems to ensure that programs of quality are being offered.

## (b) Qualified personnel for these programs and activities.

This objective is attained through the following activities:

- (i) the determination of the requirements for the certification of teachers and the establishment of requirements of conduct and practice while in service;
- (ii) the certification of teachers, principals and supervisory officers;
- (iii) the operation of teachers' colleges;
- (iv) the development of agreements with provincially assisted universities to provide teacher-education programs;
- (v) the provision of appropriate opportunities to qualified teachers and officials to

*For some time the Ministry has been giving consideration to defining its role as it relates to the education system in Ontario. Considerable discussion within the Ministry has resulted in the definitive statement as reported below. The Ministry welcomes comments on the statement.*

## The Ministry of Education

The Ministry of Education, as one of a number of Government ministries, is the major agency through which the Government of Ontario discharges its constitutional responsibilities for the general education of the people of this province. Its activities, which must be considered in the light of other Government priorities and budgetary responsibilities, are concentrated on programs to the end of the secondary school.

In order to ensure the adequacy of education in Ontario, both in terms of quality and equality, there must be an appropriate set of relationships between the Ministry and local educational authorities. An important priority must be the provision of effective channels of communication through which school boards, municipal councils, teachers and trustees' organizations and the general public can express their views. In a very real sense, the Ministry formulates the philosophy within which educational opportunities will be offered, calls upon local authorities to fill in the detail of the pattern, and then offers assistance in a variety of forms to those authorities in a common endeavour to achieve effective results.

A sound legislative framework has been created and is under continuing review to ensure the establishment, organization, effective administration and financing of the educational system.

## The Goal of the Ministry

The goal of the Ministry of Education is the attainment of educational quality and equality for all. The Ministry fosters a wide range of opportunities so that every in-

continue to grow professionally while in service;

(vi) the provision of consultative services to teachers and officials.

**(c) Suitable facilities for recognized educational activities.**

This objective is attained through the following activities:

- (i) the assessment of local needs for new and revised facilities to determine the justification for provincial financial support;
- (ii) the review and assessment of all proposals and plans for new or revised facilities to ensure that adequate educational standards are met and that appropriate measures of economy have been practised;
- (iii) the dissemination of information both through consultation and by means of publications to keep local officials aware of the various alternatives in school design and construction;
- (iv) the analysis of building costs, enrolment trends and community-use concepts in relation to future construction needs.

**(d) The equitable distribution of available financial resources to meet the Ministry's objectives.**

This objective is attained through the following activities:

- (i) the determination of the cost levels at which effective educational programs can be offered;
- (ii) the assessment of the amounts required to supplement local financial resources to ensure that adequate cost levels can be met in each area of the province;
- (iii) the development and administration of mechanisms by which provincial funds are distributed on an equitable basis to local authorities;
- (iv) the provision of consultative services to local authorities both in terms of grant provisions and in the development of effective budgeting and administrative techniques.

The role of the Ministry of Education must be flexible as changes in emphasis and direction are inevitable. With this idea in mind, the foregoing statement should be interpreted as relevant for the present but open to change as future circumstances dictate.

## Ontario Student Records:

# All schools will be using the new folders by September 1973

by Jane Nugent

By September 1973 schools throughout the province will be using the newest Ontario Student Record folders.

The folder, which is the result of about two years study and preparation, contains much that is new. One major innovation is that the system gives students and their parents (or legal guardians) the right of access to the record folder, the right to challenge the information stored in it and the right to appeal the information noted on the permanent folder.

Rolly Fobert of the Ministry's Curriculum Services branch, was chairman of a committee formed early in 1970 to devise the new folder. He says parents' permission will not be required *every* time a document is placed in the folder. For example, a school may give standardized tests. A section is not provided for recording these results, but they may be placed in the folder on a separate sheet. Parents will have access to these results but only where they object to them being there may they be removed.

Other information such as psychological reports, anecdotal reports by teachers and student attendance records, can also be stored in the folder. But again, if in the opinion of the parent or student, provided he is 18 years of age, the information is inaccurately recorded or is not conducive to the improvement of instruction, a written request to the principal will result either in the information being corrected or removed entirely from the folder.

"I believe that most parents will not object to that kind of information if they are convinced it will be used to help their youngster. I believe that what we are proposing will mean the development of a far better relationship between the school and the home, between the teacher and the parent and between the teacher and the student and the parent, because all take part in the development of the permanent record folder.

The OSR as such, is not a new idea of course. Back in the early 1950s a branch which no longer exists — the Guidance Services branch — was becoming increasingly concerned over the lack of information available to schools, in particular to guidance counsellors who were working with young people in respect to occupational and educational choices. They conceived the idea of a student record keeping system which ended up being called OSR 1 and OSR 2 — one for elementary schools and one for secondary schools and which came into existence in the early 1950s as a voluntary record which schools could use if they wished. By the end of the decade the system had been generally accepted and by virtue of a memorandum issued in the late 1950s schools which were not using OSR made the decision to adopt the folder.

Over the past two decades revisions have been made as they appeared necessary and it has so happened that the major changes have taken place every five years — 1955, 1960, 1965. Consequently senior Ministry officials realized a further revision was necessary in 1970 — hence the formation of the committee chaired by Mr. Fobert.

"The need for revision was obvious from several points of view," said Mr. Fobert. "One was certainly the changing structure of the schools and the knowledge that the OSR's presently in use did not meet the needs of the schools. This was in respect to the individualized programs developing in secondary schools and the changing methods of assessment in the elementary schools where they were moving the emphasis from grades or percentage marks. In other words, the old forms just were not viable in the new school structure."

Mr. Fobert said a few of the criticisms directed at the committee's proposals seemed to be based on a feeling that it did not consider the educational community in any of the proposals. In fact the committee was

wholly representative of that community, and included a school superintendent, an assistant superintendent, two or three principals and guidance counsellors.

"When the proposals for new forms were developed, these people agreed unanimously that this was the direction in which we should move. There were some far ranging proposals the most controversial of which has been regarding the student and parent accessibility. The developing of stricter guidelines in relation to the privileged nature of the information was also new. Even though most schools recognized this fact there were no guidelines to suggest what they could or could not do with the information they possessed about the student as the result of his years in our school system.

"It also became obvious that the old forms could not be revised again to meet the new conditions. We, as members of the committee, recognized the difficulties in suggesting we transfer records from presently used to new OSR folders. However, there appeared to be no other way of handling this kind of situation."

The committee submitted its proposals to the Minister for his consideration early in 1971. The decision was made that rather than superimpose the new system on all schools in the province a pilot project be established for the school year, 1971-72. Four schools were selected — Valley Park Junior High School, Don Mills, Cookstown Central Public School, Cookstown, Westminster Secondary School, London, and St. Anthony's Separate School, St. Catharines.

"The schools really were selected at random," explained Mr. Fobert. "We thought we should have a composite secondary school, a rural elementary school, a separate school and a junior high school."

He said that with the exception of Norman Allen, principal of Valley Park Junior High School who had been a member of the original committee, the people involved in the pilot project had no idea what they were going to be doing.

"First of all we met the staff at the schools concerned to discuss the proposals with them," said Mr. Fobert. "There were certain things they had to agree to. They had to accept this system in its entirety and work within it. They had to make the transfer to the new record folders and then nominate someone to represent them on the committee continuing the OSR discussion.

"To begin with the schools, other than Valley Park, were uncertain as to whether they had made the right decision to be part of the scheme because on first appearances the new OSR seems to involve an inordinate amount of work. There's no denying there is some extra work, but it hasn't been as great as anticipated." Sister Mary Barbara, principal of St. Anthony's, Mrs. Grace Earley, Head of guidance department at Westminster Secondary School, Mr. Harold Henderson, principal of Cookstown Public School and Mr. Allen all agreed that the transfer had been far less demanding than they had expected.

Mr. Fobert has also travelled extensively, gauging the reaction of the educational community to the new system. As a result of this continuing dialogue and the experiences in the four pilot schools, certain revisions have been made to the original proposals.

"But this is just the beginning," commented Mr. Fobert, "and I think the next step in the student record keeping practises is the movement towards more and more technology — particularly computer technology. As we move in this direction it's going to be ex-

tremely important for the school to recognize that information that may have been kept in the past because it was thought to be useful, shouldn't be kept in the future. If we keep adding information that can be said to be negative or punitive, we are in fact building a dossier with all the bad implications that that word has in our society.

"Obviously we have to agree that young people can grow and change and we have to give credit for that eventuality, and to build up a certain expectation of a person by virtue of something that may have happened some time ago can be very serious."

The record folders and forms, some information from which will be stored for a minimum of 70 years from the year the student finished school, are now available giving schools just over a year to complete the transfer.

## The largest single job ever tackled by the Ministry

The publication and distribution of the new OSR folders and forms has also proved to be a tremendous job and one which was described by George Rolfe, Co-ordinator of the News and Information Services' Production Unit, as the largest single job ever tackled by the Ministry.

A total of 150 tons of paper (enough to fill almost eight CN Railways box cars) has been used. Broken down this means 108 tons of card manufactured specially to withstand at least 70 years of storage, has been used for the folders themselves, about 34 tons to print the forms, and 4 tons each for the covers and the 16 page manual.

All this paper has resulted in the provision of one folder and two forms per student and two manuals for every teacher throughout the province — which in total comes to 2½

million folders, 4½ million forms and 225,000 manuals. Five per cent of each has been produced in French for the French-Language schools.

The Production Unit started work on the project in February and apart from having to make decisions about paper and design... for instance everything is designed so that it will easily convert to the metric system as it becomes more widely used... there was 5,000 square feet of warehouse space to organize, 20 packers to hire, plus cartons, packing material and forklift trucks.

Everything possible has been done to ensure accurate distribution.

# Parents' Views on the quality of education

During the past school year, the Ministry of Education, Ontario, had an independent research agency conduct a survey of parents' opinions regarding the quality of education being received by their children. Two thousand questionnaires were mailed throughout the province, to a representative sample of parents who had children in school. One half of these questionnaires were completed and returned which indicated the high level of parental interest.

When the responses to the one thousand questionnaires were analyzed, they showed no significant difference related to region, sex, income, or education of the parents. This remarkable similarity in range of parental viewpoints throughout the province was reflected in the parental response on the questionnaire that "universal availability" was the best feature of education in Ontario.

In the survey, 85 per cent of the parents were happy with the quality of education provided and indicated that their children were equally happy with their school experiences. Parents indicated greater satisfaction with the quality of education in elementary than in secondary schools. This difference could be accounted for by survey findings which showed that younger parents, especially in their twenties, were more apt to enthuse about their children's education than were parents in the older age categories. Not only are parents, in general, satisfied with the quality of education, but 70 per cent of them think that education has improved in the last five years.

When asked to define the meaning of "quality education", about half of the parents referred to the products of the educational system, namely, the students. More specifically, most parents suggest that "quality education" is the creation of students in whom the system has engendered both skills (learning, occupational, and social skills); and values (self-sufficiency, respect for learning, respect for others, and self-discipline). Other significant indices of "quality education" given by parents were (a) teaching which was competent and student-centered; (b) teachers who were qualified and dedicated; and (c) courses which were fundamental, practical, interesting and varied.

When commenting on the curriculum, a majority of the parents suggested that the subjects which should be emphasized in quality education are the "3 r's" — reading, writing and arithmetic. The survey findings pointed to a striking consensus among parents about the teaching of "fundamentals". The areas of study in which the curriculum is judged particularly "weak" are penmanship, grammar, reading speed, and Canadian studies.

The survey findings indicated that parents thought that teachers should emphasize formal instruction to a greater extent; be more personally involved with student problems; do a better job of informing parents; and exhibit more dedication.

Parents supported small class size for the provision of quality education and thought that an ideal student-teacher ratio would be approximately 20 to 1. A majority of parents thought that teachers' salaries were "just about right" to provide quality in the teaching profession.

A slight majority of the parents (a) disagree with teaching in open space classrooms; (b) do not think school discipline is strict enough; (c) do not think that the quality of school counselling is adequate; and (d) do not think that there is adequate vocational preparation of students for the world of work.

When questioned about the degree of involvement in the determination of quality education, the parents stated that persons and organizations should be "very involved" in the following order: — teacher, teaching profession, principal, student, parent, parent-teacher committee, school board official, general public, school trustee and newspaper reporter.

Although the findings of the study indicated that more than 90 per cent of the parents surveyed have a positive image of the quality of education in Ontario, most parents had suggestions for improvements. The comments and suggestions of these parents merit detailed study and consideration.

It is expected that similar surveys regarding viewpoints on the quality of education will be conducted among other groups such as teachers, students, education officials, and school board members.

This survey, which is entitled **QUALITY OF EDUCATION IN ONTARIO — A SURVEY OF THE PARENTS' PERSPECTIVE**, can be obtained for \$3.00 per copy from Publication Office, 14th floor, Mowat Block, Queen's Park, Toronto 182.

# The fight against pollution

After years of thoughtless abuse, we have at last realized that unless we would rather come to terms with living in a Canada where we cannot swim or fish in the rivers because they are befouled with untreated sewage and industrial effluent, where the land is eaten up by unsightly urban sprawls and garbage dumps, something drastic has got to be done — and fast.

A good start at least is the Man and Resources program which aims to involve everyone who is concerned by this tremendous problem. The secretariat for the program has been provided by an intergovernmental coordinating body — The Canadian Council for Resource and Environment Ministers — which was set up jointly by the Federal, and 10 provincial governments to promote the orderly management of Canada's renewable resources. While each province is undertaking its own program, the overall sponsorship is provided by the Council.

The highlight of the whole program will be a national conference due to be held in Toronto in November 1973. Prior to that a national workshop will be held in Quebec later this year.

The aims of the project were summed up by Jim Slichter, coordinator of the Ontario Committee. Mr. Slichter said the program is concerned basically with the proper use and management of natural resources.

"Man and Resources is providing a vehicle to help members of the general public identify problems and priorities as far as they are concerned, regarding natural resources, and from this initial identification to lead to guidelines suggesting solutions to these problems."

The program got under way at the beginning of this year and that during the early stages the Ontario Committee had been concentrating on contacting the organized public — e.g., industry, business corporations, teachers and members of numerous organizations. It is also hoped that "the man in the street", who is being informed via the mass media, will feel strongly enough to contact the Committee for further information. This is readily available from: Ontario Committee, Man and Resources Conference, P.O. Box 223, Queen's Park, Toronto 182.

# Recent & Relevant

## Council on French Language Schools

A permanent ministerial Council on French Language Schools has been established as a result of recommendations made in the report of the Ministerial Commission on French Language Secondary Education, authored by Professor Thomas Symons.

In announcing the establishment of the permanent Council, Education Minister Thomas L. Wells said its main function will be long-range planning to ensure the continuing development of a first rate program of French language education in the province.

The Council will have three major responsibilities: to interpret existing policy for French language schools; to ensure that new

policies are examined with respect to the needs of French language students and to make the recommendations concerning any aspect of the education of French language students in Ontario.

Full-time chairman of the Council is Dr. Laurier Carriere who has been assistant director of The Ministry's regional office in Ottawa for the past two years. The five Council members are Roland Beriault, Superintendent of the Ottawa Roman Catholic Separate School Board, J.G. Beaulieu, G.C. Filion and B.J. Kipp, assistant superintendents with the Ministry of Education, and Gerard Raymond of the Niagara South Board of Education.

## Television production session for grade 8's

Jim East, a grade 8 teacher of Language Arts at Calvin Park Public School in Kingston believes that "media" is extremely important in education today. His language arts course demonstrates this importance.

Recently his class completed a two day television production session with the assistance of Ross Johnson, learning materials consultant, Karl Lauten, technical advisor and the region 9 TV van.

First the children were taught how to operate the cameras, video tape equipment and the

special effects generator. Mr. East then divided them into groups to create a story board (story told in pictures) shot list and a television script on a topic of their choice. On the following morning they manned the equipment and filmed their production.

"Children today", says Mr. East, "are watching more TV and movies and listening to more radio programmes than ever before". His course teaches them more about what they spend their spare time watching and listening to, and also allows them an opportunity to create their own.

## OISE film explores learning

A 16 mm. color film, *Explorations in Learning*, has recently been produced by the Ontario Institute for Studies in Education, and is available on loan, free of charge, to interested groups. The film is 18 minutes in length, and portrays a cross-section of OISE activities, showing their application to school programs.

Included in *Explorations in Learning* are descriptions of a project in moral education at the elementary and secondary school levels, of the Institute's efforts to individualize instruction through the use of computers, and of the OISE Modern Language Center. The

film also depicts the Institute's adult education program, its interest in such innovations as the open plan school, and its work with Franco-Ontarien educators.

Persons wishing to borrow the film should address requests to: Miss Carol Calder, Audio-Visual Librarian, The Library, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario.

## Ministry reorganization

As the result of major reorganization announced recently by Education Minister Thomas L. Wells, the Ministry has been divided into three main areas— the Education Administration Division, the Educational Development Division and the Departmental Service Division.

The Education Administration Division will be responsible for the Ministry's regional offices, curriculum and supervisory services, school grants and finance, and educational exchange programs. It will also be responsible for the delivery of programs, through the regional offices, to the schools.

The Educational Development Division will deal with planning and research, curriculum development, teacher education and provincial schools, including correspondence courses.

Financial management and management services within the Ministry, legislation and regulations, personnel, education data processing,

educational records, library services and book office, will all come under the Departmental Service Division.

Mr. Wells said the new organizational structure envisages that in the long term, a major part of the delivery of education programs will be delegated and decentralized. Consistent with this principle and with the responsibilities of the Ministry of Education, the new structure places the responsibilities of the Ministry within three main functional areas — the education development function, the education administration function and the support service function.

The Minister also said that part of the second phase of the reorganizational plan involves close examination of the 10 regional offices and their relationship both to the central administration and to the local school systems they are intended to serve.

## Man, Science and Technology

The impact of science and technology on society is the subject of a new Ministry of Education curriculum guideline.

Man, Science and Technology gives teachers practical ideas on how to develop courses, at the local level, within three broad areas of study. The guideline is aimed at the intermediate and senior divisions (grades 7 to 13). At the secondary level courses developed within the guideline will be eligible for credit.

The areas of study suggested by the guideline are:

Man: Scientist and Technologist which deals with the lives of individual scientists and technologists and explains their influences and achievements.

Man Understanding Nature is concerned with the development of science, the contribution made by many scientists and how science has been used to manipulate nature.

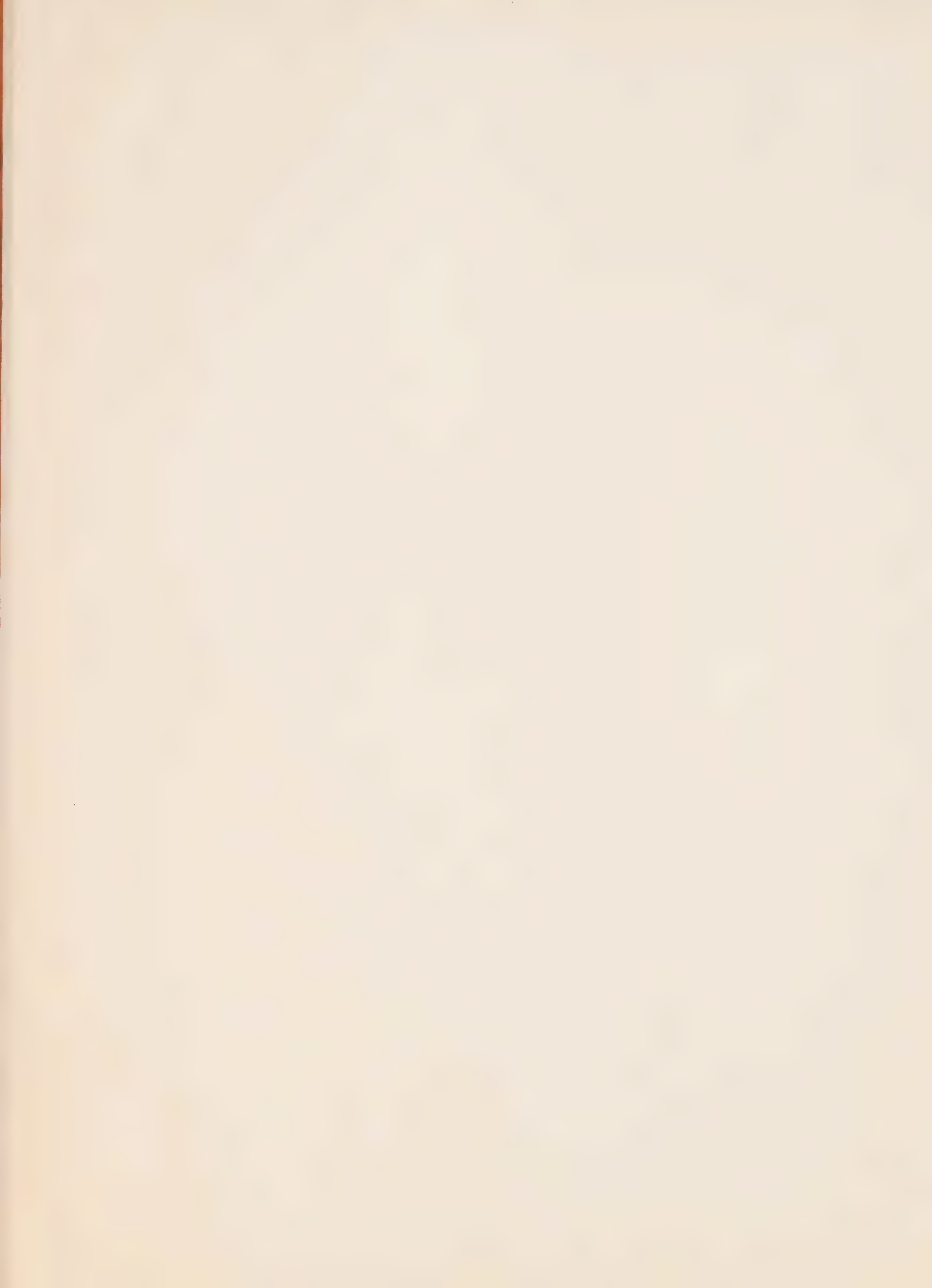
The final group, Man Solving His Practical Problems, shows how man has used the scientific process to solve what he feels to be his immediate problems.

The guideline lists 50 locations in the province suitable for field trips. A special course will be held in August to give teachers ideas and advice on how to develop and implement courses.

## Facts and figures

It is not generally realized that part-time teaching services form the equivalent of 3,837 elementary teachers and 308 secondary teachers. In all, more than 10,000 teachers are employed in this way, with the elementary part-time teachers working an average of 10 hours a week and the secondary part-time teachers, an average of 13 hours a week.

Did you know there has been a significant improvement in student retention ratios? Statistics over a 10 year period show that of 100 students enrolled in grade 9 in 1958, 5 reached grade 12 in 1961, and 16 of these students received the Honor Graduation diploma in 1963. Out of the 100 students enrolled in grade 9 in 1966, 28 received the Honor Graduation diplomas five years later.







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